



# London South East Academies Trust

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## Special educational need and disabilities Policy

<b>Responsible post holder</b>	Executive Headteacher
<b>Approved by / on</b>	
<b>Next Review</b>	

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Behaviour Policy, Equality and Diversity Policy, Safeguarding Policy, Attendance Policy, Complaints Policy and Supporting Pupils with Medical Conditions Policy.

This policy will be reviewed annually.

### **Definition of SEN**

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a. Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b. Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 16)*

### **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

## **1 The kinds of special educational need for which provision is made at the school**

Bramley Oak Academy has a specific duty to educate children with SEN specifically, those identified as having a primary need of ‘Social Emotional and Mental Health Difficulties’ (SEMH) as well as having secondary SEN’s.

Working together with families and professionals BOA is committed to ensuring the children placed with us make good or better progress and achieve well through identifying and setting provisions as set out in individual EHCP’s, with a joined-up approach working with families, local authorities and other external agencies.

## 2. Information about the policy for identification and assessment of pupils with SEN

All pupils at Bramley Oak Academy will have an EHCP in place when being accepted. The SEN Lead will consider admittance if the needs set out in the child's EHCP match the SEMH provision the school offers. In many cases, a pre-admission interview and view of the school may be arranged with the child's SEN Caseworker before making a final decision on whether we would be able to meet the child's needs long term. A further visit to the school or trial days may occur before a place is offered, if deemed appropriate. After a place has been offered, funding will need to be agreed with the child's residing local authority and an induction period will take place. The induction includes a risk assessment, handover of school uniform, detail of our expectations and behaviour policy, completion of admissions paperwork, outline of school rules, literacy and numeracy baselines.

SEN needs and EHCP Outcomes are shared with staff in this way and reviewed termly with the child's tutor and parent/carer at Academic Review Day.

Most pupils will start at the Academy on a reduced timetable that gradually increases over a transition period of usually one to two weeks; to ensure a successful transition and integration. Cross-curricular baselines will take place during the first six-week period of joining the Academy.

Bramley Oak Academy offers a Central Assessment Package (CAP) for all pupils upon entry which assesses the following:

1. Reading
2. Writing
3. Phonics
4. Maths
5. Dyslexia screening

**Reading** is assessed using York reading assessment.

All pupils complete independent **writing** on a weekly basis and this is used to baseline new pupils upon arrival at BAO.

Read, Write, Inc. is the **phonics** programme that is delivered at BAO and the Read, Write, Inc. baselining tool is used to assess pupils.

**Maths** is assessed using Assertive Mentoring upon arrival and end of term assessments from White Rose Maths are used thereafter.

Lucid Rapid is a computer based assessment which is used at BAO for **Dyslexia screening**.

The assessments within CAP are accessible to pupils of all ages, ability and Special Educational Needs.

All tests are administered 1:1 apart from the writing assessment which takes place in class groups.

Information gathered through CAP is disseminated to teaching staff. Assessments will identify those requiring an intervention programme as well as identifying more able pupils. B-Squared is the assessment software used at BAO to track progress moving forward.



### **Numeracy/Mathematics Skills**

Curriculum topics are adapted and in many cases bespoke to meet individual learning needs looking at what stage pupils are at individually, rather than where they should be when looking at their age and in comparison with child/young person's peers. Any weakness highlighted are monitored using 'I can' statements across all key stages (see Teaching and Learning Policy for more details)

We baseline in numeracy using the ACCESS 2 results, as well as the Numeracy Test taken on entry. For those who did not have a scale score of 90+ are assessed again in January and July using the same ACCESS 2 paper. Student's progress is monitored throughout the academic year to ensure progress is being made.

### **Specific SEN procedures**

The Academy follows a graduated approach to identify and assess need, using the 'Assess, Plan, Do, Review' model.

Our close working relationships with external agencies ensures advice and support is sought in time to make a difference to the difficulty the student is experiencing. This is underpinned by evidence about a pupil who, despite receiving a differentiated learning approach, the learner is not making his or her expected progress.

All pupils arrive with an EHCP and will include relevant professional reports; these may include reports from Educational Psychologist, Community Paediatrics, Child Adolescent and Mental Health Services (ASD & ADHD Services and Speech & Language Advice).

Needs are identified from individual EHCP's and a bespoke provision is planned and mapped on a provision map. BOA rigorously monitor and track progress and interventions. Provisions are reviewed annually during the annual review of the student's EHCP; when current outcomes and provisions are reviewed and new outcomes or provisions are set. Targeted interventions are planned and delivered where appropriate, these may be delivered in small groups, in-class and/or one to one.

Bramley Oak Academy Speech Language Therapy delivered. The Speech Language Therapist will carry out screening, assessments and interventions with pupils. The SALT at BOA is trained to specifically work with challenging behaviours and those difficult to engage in such interventions.

Pupils benefit from the Academy having therapeutic 1:1 support and intervention available daily.

### 3. - Information about the school's policies for making provision for pupils with special educational needs

#### 3a How the school evaluates the effectiveness of its provision for such pupils:

The *SEN Code of Practice (2015)* describes inadequate progress thus:

- 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 rate of progress widens the attainment gap

Every pupil accessing a placement at the provision will be involved in a pre-admission meeting in advance of the induction and baseline testing processes. This will involve the site's SEN Lead and possibly a Senior Leader.

From the initial baselining of pupils, progress is measured on a termly basis in every subject area and reported to parents via written reports on a termly basis and during Academic Review Day (ARD).

Progress and attainment data is collated and analysed by the Data Leads in conjunction with the Head of School to identify the impact of intervention programmes and to measure progress. This is reported to the Executive Headteacher and key interventions are discussed, specific to the subject areas and whole school.

Class/subject teachers are met by Data Leads and the Head of School on a termly basis where progress reports are presented and any pupil underachieving is discussed in more detail. This allows the school to evaluate the effectiveness of the provision overall and compare the progress and intervention plan for all our pupils.

Pupils and their families are encouraged to attend and engage with planning and review meetings (ARD, Annual Review meetings) to equally have a contribution in the planning and support delivered. Parent views are collected on a termly basis at ARDs and through Annual Review meetings.

The SEN Lead's will meet with the Trust School Improvement Partner on a termly basis in regards to key areas of SEND. These are reported to the LGB and Trust where applicable.

#### 3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

Every pupil has their progress tracked via data drops calendared throughout the academic year and any underachievement in progress is identified and appropriate interventions are put in place.

All pupils at Bramley Oak Academy are working towards EHCP outcomes for the end of their next key stage and involve updated contributions from an EP and SLT.

These transitions are important and represent key points in the young person's life, education, development and employment. The outcomes are individual and are across a number of relevant areas such as social emotional and behaviour, health, independence, travel, speech and language and preparing for adulthood.

EHCP outcomes are broken down into short term targets, displayed on Personal Behaviour Support Plans and termly student reports. Targets are reviewed termly at ARD and during the annual review of the EHCP, reviewing areas of need and ensure provision or intervention are in place.

The SEN Lead will meet parent/carer(s) for an annual review of the pupils EHCP annually. Feedback is given about progress towards EHCP outcomes based upon a comprehensive collection of data and reports from staff. If outcomes are achieved new ones will be put in place. The School will then request that the CYP's residing local authority to amend the EHCP as directed.

### **3c The school's approach to teaching pupils with special educational needs:**

High quality teaching differentiated for individual pupils is the first step in responding to a pupil's needs. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered, SEN Code of Practice (2015, 6.37)

The school employs additional teaching approaches such as:

- Learning breaks
- Time out in inclusion
- Receives coaching sessions as and when needed
- Therapy is offered and drop-in sessions are made available
- Quiet areas during break and lunch available
- Access arrangements
- Individual workstations
- Withdrawal/learning breaks
- Clear behaviour and reward systems

All staff come together for pupil focus CPD termly where individual pupils are discussed and approaches and strategies are shared.

In terms of support for Social, Emotional and Mental Health needs, the Therapists work with pupils in groups and individually in partnership with teaching staff to support the ability of pupils to overcome their own barriers and successfully transition to the next Key Stage.

The SEMH Tracker is led by the Therapy Teams and embedded at both sites (*see 3g of this report; therapeutic support and wellbeing paragraph*)

### **3d How the school adapts the curriculum and learning environment for pupils with Special Educational Needs:**

At Bramley Oak Academy we follow the principles of quality first teaching and excellent inclusive practice using the National Curriculum where possible, ensuring positive outcomes for all pupils. Learning environments for pupils are appropriate and differentiated for CYP with SEN. Advice provided as a result of assessments, both internal and external, strategies and approaches described in EHCP's are incorporated into the CYP's unique ways of learning.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the school is highly committed to ongoing training of staff via training programmes which are calendared throughout the academic year. SEN Training is coordinated via the SEN Lead and Leadership teams, who track all staff training ensuring statutory duties are met.

Training is provided to staff to support learning. This includes Positive Handling, Emotion Coaching and Speech & Language training, Assessment Tool and Data Management System training. Other staff continue to gain training in Safeguarding and First Aid. Training is specifically related to the needs of the student cohort and as required by statutory guidance.

There is access to good practice sharing at Bramley Oak Academy through, Challenge Partners and IMPACT Teaching Alliance. Across the School, all staff have clear job descriptions which detail the required qualifications for each post in school. T

### **3e Additional support for learning that is available to pupils with special educational needs:**

Additional support is offered to pupils whose reading ages are significantly below the expected for their chronological age as well as to those pupils where the gaps in progress are not being reduced; reading support is embedded at both sites.

Additional support is sought if a CYP is having difficulty accessing learning opportunities due to their SEN or disability; vocational curriculum, learning breaks, time out in inclusion small class sizes, use of PPs, coloured paper/larger print, visual tasks, alternative methods to record ideas, reduced and bespoke timetables, welfare and pastoral support teams and Community Learning Programmes.

In terms of managing behaviour, support is identified through need and targeted to match individual areas requiring development.

Support for SEMH is on both macro and micro levels and for our client group their primary SEN need and thus the rationale behind placement with our school.

### **3f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities):**

All trips and activities offered to pupils at Bramley Oak Academy are available to all pupils, following an in-depth risk analysis. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of all pupils in the activity.

### **3g Support that is available for improving the emotional and social development of pupils with special educational needs:**

We have Designated Safeguarding Leads and Deputy Safeguarding Leads who deliver Safeguarding and coordinate PREVENT training for all staff.

At Bramley Oak Academy we understand our pupils require targeted social and emotional support. An important feature of the school is to enable all pupils to develop emotional resilience and social skills; through behaviour mentoring, PSHE and indirectly with conversations adults have with pupils throughout the day.

For those with a greater need for help and or support they may also receive the following support and interventions; 1:1 support, support in class with a Progress Partner, reduced and bespoke timetable, 1:1 and group therapeutic intervention with on-site therapist.

### **Therapeutic Support and Well-being**

The therapy and wellbeing service offers a specialised provision for the entire school community. The school prioritises Social Emotional and Mental Health within every aspect of school life; policies & environment, academics, relationships and individual wellbeing especially when related to SEND. We have a team of highly qualified and experienced therapists on both sites. The Therapy Lead at each site manages the provision alongside input as needed from counsellors, arts therapists and speech and language therapy teams who provide input.

Data is gathered on a termly basis by a consistent SEMH tracking team. This team is made up of the school's Therapist's/Mental Health Leads, Teachers and Pastoral teams. This team makes evaluations based on the observations of the CYP within the school. Findings indicate the strengths and areas of focus for the school to develop. From this data, an action plan is then generated to address any gaps. This informs provision from an individual level to whole school.

### **For Pupils**

We provide weekly sessions for pupils who have a sustained need for support. The priority list and intervention type are determined in consultation with Senior Leaders, SEND and individual history. Pupil and parent consent are obtained before clinical intervention begins; this is usually gathered during the admissions process.

Therapeutic work is tailored according to need, combining either a creative indirect or direct approach to supporting emotional wellbeing. These interventions may occur individually or in groups. Depending on suitability, a pupil may be offered time with a drama therapist, integrative arts therapist, music therapist, counsellor or speech and language therapist.

### **Supporting pupils' positive mental health**

We believe we have a key role in promoting pupil's positive mental health and helping to prevent mental health problems. Our school is developing a range of strategies and approaches including:

#### *Pupil-led activities*

- Campaigns and assemblies to raise awareness of mental health

#### *Transition programmes*

- Induction period
- Back into education after being out
- Transition Programme to secondary
- Therapy transition sessions offered for pupils seeing an onsite therapist at time of transition

### *Class activities*

- Mindfulness and PHSE sessions for pupils
- Mental health teaching programmes
- Visits and workshops from External Services

### *Whole school*

- Wellbeing week
- SEMH linked into the school curriculum with each pupil and teacher developing termly SEMH targets linked to Education Health Care Plans
- Class teachers work closely with their group of pupils to monitor any changes or developments to mental health and can refer to Therapists as needed.
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school
- Pastoral and welfare teams develop good relationships with parent/carers

### *Small group activities*

- Music Therapy
- Drama therapy
- Speech and Language Therapy
- SALT
- Social Skills

### *Individual Psychological Therapies*

- Drama therapy
- Integrative Arts Therapies
- Counselling
- SALT
- Social Skills

### **For Parents & Carers:**

Bramley Oak Academy has been working on building a strong welfare support and close relationship with parent/carer(s). This support will continue and be built on moving forward

#### **4. The name and contact details of the SEN Lead/Co-ordinator:**

The SEN Lead at Bramley Oak Academy is Jane James who has many years of experience of working within a Social, Emotional and Mental Health setting. She has a vast knowledge of working with and supporting parents and children within these settings. You can contact Jane at [Janej@weyhouse.surrey.sch.uk](mailto:Janej@weyhouse.surrey.sch.uk)

If you are unable to reach either the SEN Lead you can contact Kim Coppinger who is the Assistant Head of School/Head of Inclusion at [kcoppinger@weyhouse.surrey.sch.uk](mailto:kcoppinger@weyhouse.surrey.sch.uk)

5. **Information about the expertise and training of staff in relation to children and**

**young people with special educational needs and how specialist expertise will be secured:**

All teachers and progress partners have had the following awareness training: PREVENT; E- Safety; Safeguarding; CSE; PRICE Positive Handling Training; Speech and Language; Emotion Coaching; in-house training for supporting learners in the classroom for all support staff.

In addition, the staff uses the following enhanced and specialist training:

- Whole school ongoing training: The Language rich curriculum, working with Speech and Language needs in receptive and expressive language
- Insights into SEMH needs.
- De-escalation techniques
- OLEVI – Outstanding Teaching Assistant Programme
- Specialist curriculum programs

All teaching staff have weekly meetings where specific teaching and learning CPD is delivered to support key findings from our SRE process.

**Bramley Oak Academy Staff SEN survey**

A SEND staff survey is regularly conducted at both sites of the Academy; the survey enables us to track staff confidence in their SEND knowledge in a number of key areas. The survey shows us if all staff are making a significant improvement in their knowledge of pupils individual SEND needs.

Our staff are highly skilled in specialised areas of SEND. They are supported by SEN Leads in the areas of Communication and Language, ASD, ADHD and Dyslexia. All of our staff are highly skilled in approaches to working with SEMH pupils.

Pupil Focus meetings are held with staff termly as part of the CPD calendar where staff can be reflective and share concerns and approaches. There is good communication between staff and the SEN team and this is only going to develop further now the Cause for Concern logs are being rolled out across both sites. Staff will request further advice as needed.

Where a training need is identified beyond staff specialisms, we will find a provider who is able to deliver it. Training providers we have approached previously include Educational Psychologist, Speech and Language Therapist.

6. **Information about how equipment and facilities support children and young people with special educational needs will be secured:**

The vast bulk of our funding is via the ESFA core funding and through the High Needs budget of the Local Authority. In addition to this, we have access to Pupil Premium, other minor grants and out of borough funding.

Through careful budgeting, we are able to provide appropriate equipment and improve our facilities to support our children and young people.



**7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their child's education:**

All parents of pupils at Bramley Oak Academy are invited to discuss the progress of their children on ARD (three occasions per year) and receive a termly report.

Parents are also contacted on a daily basis in regard to both positive and negative aspects of behaviour. Bramley Oak Academy use Tracking Sheets to reflect with parent/carers how their son or daughter has done that day. Teachers and pastoral leads also contact parents on a regularity to discuss social, emotional and behavioural progress, along with their progress towards academic targets at both sites.

In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch- up if the progress monitoring indicates that this is necessary. All such provision will be recorded, tracked and evaluated on a Provision Map and details shared with parents at meetings.

In addition, all parents will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

**8. The arrangements made by the Trust Board relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:**

The normal arrangements for the treatment of complaints at Bramley Oak Academy are used for complaints about provision made for special educational needs. The Complaints Policy is consistent across the Trust and accessible on our website and on request. We encourage parents to discuss their concerns with the Class Teacher, Assistant Head of School, SEN Lead, any member of the SLT, Deputy Head of School and Head of School to resolve the issue before making the complaint formal to the Executive Head Teacher and subsequently to the Chair of the LGB or Chair of the Trust Board.

If the complaint is not resolved after it has been considered by the Trust Board, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

**9. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:**

Bramley Oak Academy provides significant support throughout all transitions from KS2 to KS3 although these pupils are based in the same school. Parents and pupils are met to discuss the transition and any concerns are addressed at this stage.

10. **How the Trust Board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the**

**needs of pupils with special educational needs and in supporting the families of such pupils:**

The Trust Board have engaged with the following bodies:

- A Service Level Agreement with Educational Psychology service
- Membership of professional networks for SENCO e.g. SENCO forum etc.
- Youth Offending Services
- Health, Social and Welfare Services
- Metropolitan/Surrey Police

11. **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services):**

Information Advice and Support:

Information and Advice Support Services Network (IASS) - <http://www.sendadvicesurrey.org.uk/> 01737 737300

Independent Panel of Special Education Advisors (IPSEA)

<https://www.ipsea.org.uk/Pages/Category/get-support> 01799 582030

SOS SEN - [www.sossen.org.uk](http://www.sossen.org.uk) 020 8538 3731/0300 302 3731

12. **Information on where the local authority's local offer is published.**

The local authority's local offer is published

on <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page> (0300 200 1015) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.