



## **SEND Policy & Information**

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**Date of Policy: Spring 2020**

**Committee: Curriculum & Standards**

**Next Review Date: Spring 2023**

**The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.**

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## I. Aims

Our SEN policy and information report aims to:

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

Alperton Community School is an inclusive mainstream school where we feel proud about the diversity of our community. Equality of opportunity is at the core of our philosophy; We ensure that the policy is applied fairly to all students and does not have a negative impact on the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, and gender. Thus, students have access to the full range of broad, balanced curriculum that is differentiated to meet individual needs. Students are inspired to develop their full potential and achieve whilst also having an opportunity to participate in the full life of the school. We work collaboratively with parents/carers/other professionals who play an important role in pupils' education.

- We recognise that each child is an individual
- Pupils with additional learning needs are identified as early as possible, and procedures are followed to ensure their needs are met
- Pupil profiles are shared with staff to ensure they are aware of pupils' individual needs and supported in meeting them
- Various resources are available to students to support their learning at school and at home
- All staff are responsible and accountable for the progress and development of the pupils, including where pupils access support from teaching assistants or specialist staff
- We have a Student-centred approach, and the views of the child are sought and taken into account
- Parents are encouraged in their crucial role in supporting their child's education

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

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

## 3. Definitions

A student 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 Ms Sumaira Hussain (s.hussain@alperton.brent.sch.uk)

They will:

- Work with the deputy 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 coordination 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 (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 students 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 deputy 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 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 student 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 student'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 students with SEN 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. Screening, such as that completed on entry or as a result of a raised concern, indicates gaps in knowledge and skills. Whole school tracking of attainment outcomes indicates a lack of expected levels of progress.

Observation of the pupil indicating that they have additional needs in one or more of the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

When deciding whether a 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 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 SEN 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 teacher will work with the SENCO 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 students which information will be shared as part of this. All students have an induction session at their new setting. Our Year 11 and Year 13 students have Education and Health Care Plans. Key Workers support students by arranging visits to local colleges and helping transition plans, such as travel training to help children and young people make a successful transition. All SEND students have a careers interview.

## 5.6 Our approach to teaching students with SEN

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 SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- In-class support
- Withdrawal for work on literacy, communication, numeracy skills, handwriting/typing, memory interventions, study support or SEMH. Withdrawal can be in small groups or one to one sessions
- Access to the Alperton Community School Mental Health and Wellbeing provision
- Exam access arrangements
- Access to the SEND Department Supported Learning Club
- Access to the SEND Department Lunchtime Learning Club

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' 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 fonts, 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 teaching assistants who are trained to deliver interventions such as Communication and Interaction interventions, Cognition and Learning interventions and physical and sensory interventions.

Teaching assistants will support students on a 1:1 basis to meet their complex learning needs.

Teaching assistants will support students in small groups to support their social, emotions and communication needs.

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

- Speech and Language Therapist.
- Brent Outreach Autistic Team (BOAT)
- Intervention from the Mental Health and Wellbeing Team
- Advisory Teacher - Vision Impairment
- Occupational Therapist
- STAAR -Supporting The Assessment for Autism Route
- Educational Psychologist
- CAMHS
- Hearing Impaired Therapist
- Working with the schools' Career Advisor and the Connexions Personal
- Advisors in relation to transition planning
- Working with Local Authority SEND consultants

Interventions from Teaching Assistants.

- Lexia literacy interventions
- Symphony Maths intervention
- Handwriting interventions
- Touch-typing interventions
- Memory interventions
- Communication and interaction interventions
- ELSA intervention.
- Supported Home Learning Club
- Lunchtime-club
- Study support intervention
- Transition support interventions

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

Our SENCO has four years experience in this role.

They are allocated a reduced timetable in order to facilitate and manage SEN provision.

All staff are encouraged at Alperton Community School to attend training that helps them acquire the skills to deliver Quality First Teaching to students with SEND needs. We make every effort to ensure that school staff are suitably trained and that we have adequate teaching practice to meet the needs of students with SEND.

Part of the SENDCo's role in school-based training is to develop an awareness of resources and practical teaching procedures to enable SEND students to meet their full potential academically. The SENCo facilitates/signposts relevant SENDfocused external training opportunities for all staff, disseminates information, and delivers Training to school staff.

All newly appointed teachers and support staff undertake induction. This includes Training and meeting with the SENCo to explain the systems and structures around the school's SEND provision and practice.

The SENCo works closely with the Local Authority and attends professional meetings and training to keep up to date with local and national SEND updates.

## **5.10 Securing equipment and facilities**

Local Authority funding is available to support students with EHC Plans. This helps to pay for all of the resources required to meet the student's SEND. It includes the cost of specialist resources, additional in-class support, consultation and planning with external specialists, time to develop Student Profiles, time for consultation and planning with members of the SEND team, support teachers, specialist services and special resources. Provision for students without EHC Plans is met wholly out of the school budget and may include:

- Lexia Reading Programme
- Symphony Maths programme
- Communication and Interaction – Support from Speech and Language
- Therapist
- Intervention from the Mental Health and Wellbeing Team
- Interventions from Specialist Teaching Assistant
- Interventions from Teaching Assistants.

Where external professionals recommend the use of equipment or facilities which the school does not have, we will seek to secure it through the local authority, or purchase it using the SEND funding.

## **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing students' individual progress towards their targets each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

## **5.12 Enabling students with SEND 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 go on our trips, visits and residential (where necessary).

All students are encouraged to take part in all activities in school, for example, performing arts, sports.

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

The admission arrangements for pupils with special needs who do not have an Education, Health and Care Plan are the same as those for all pupils. Where a pupil has an Education, Health and Care Plan, the LA negotiates a place at the school of the parent's choice.

We have the following adaptations and special facilities: Wheelchair access to all teaching areas and buildings, including lift access to different levels in the main building. Toilets for students with disabilities including wheelchair access and a hoist.

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

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

- students with SEN are encouraged to be part of the school council
- students with SEN are also encouraged to be part of extracurricular activities clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

## **5.14 Working with other agencies**

The school continues to build strong working relationships and links with external support services (both in the public and private sector) in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with support services is key to the effective and successful SEND provision within our school.

## **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the deputy headteacher 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



## 5.16 Contact details of support services for parents of students with SEN

Alperton Community School operates an open-door policy for parents/carers seeking support and advice. The SENDCo will always make herself available to speak to a parent/carer and signpost parents to external agencies' support when needed.

SENDIASS

Brent SENDIASS, Brent Civic Centre

Engineers Way, Wembley, HA9 0F

Phone: 0208 937 3434 Email: [sendias@brent.gov.uk](mailto:sendias@brent.gov.uk)

<https://www.brent.gov.uk/children-young-people-and-families/support-for-parents-and-families/parenting-support-services/parenting-workshop>

## 5.17 Contact details for raising concerns

Any parent unsatisfied with an aspect of SEND provision should discuss it with the SENCO by letter, email, telephone or in-person. If concerns are unresolved, the parent/carer can contact the Headteacher. If the parent/Career still feels that the school is not addressing the concerns.

In that case, the Governor responsible for SEND should be contacted, who will bring the matter to the Governor's attention if necessary. The Local Authority may also be contacted.

## 5.18 The Local Authority Local Offer

Our contribution to the local offer is under the new SEND Code of Practice (2015).

Please click on the SEND information report below to view how Alperton Community School contribute the the local offer

<https://www.alperton.brent.sch.uk/parents/inclusion-provisions/send-provisions>

Our local authority's local offer is published here:

<https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/education>

## 6. Monitoring Arrangements

This policy and information report will be reviewed by the SENCO **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the **Curriculum & Standards governing committee**.

## 7. Links with other policies and documents

This policy links to the following documents:

- Accessibility Policy
- Behaviour Policy
- Equality Information and Objectives
- Medical Conditions Policy
- Safeguarding & Child Protection Policy