

# SEN Policy and Information Report

## Boroughbridge High School

This policy was adopted by the Full Governing Board	27 February 2020
This policy is due for review	February 2023

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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

Boroughbridge High School values the abilities and achievements of all its pupils, and is committed to providing for each pupil, the best possible environment for learning. Boroughbridge High School agrees with the National Association for Special Educational Needs that: "Inclusion has to encompass broad notions of educational access and recognise the importance of catering for diverse needs. Increasing mainstream access is an important goal which needs to be actively planned for and promoted. Inclusive principles highlight the importance of meeting children's individual needs, of working in partnership with pupils and their parents/carers and of involving teachers and schools in the development of more inclusive approaches. Inclusion is a process not a state."

All children and young people are entitled to an education 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 (CoP)

## **Philosophy**

### **The school community believes that**

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

## **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 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.

### **Abbreviations used:**

<b>CoP</b>	<b>Code of Practice</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EMS</b>	<b>Enhanced Mainstream School</b>
<b>ESWS</b>	<b>Educational Social Work Service</b>

**SEND**            **Special Educational Needs and/or Disabilities**

**SENCo**          **Special Educational Needs Coordinator**

**GTA**            **Teaching Assistant**

**SATA**          **Senior Advanced Teaching Assistant**

#### **4. Roles and responsibilities**

##### **4.1 The SENCO**

The SENCO is Susan Wilson [swilson@boroughbridgehigh.com](mailto:swilson@boroughbridgehigh.com)

They will:

- Work with the 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 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents 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 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 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 in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

It is the responsibility of all staff to:

- recognise that each child at our school is special
- recognise that each child will have their own individual strengths
- recognise and nurture the talents of each child

Teaching children with SEND is a whole-school responsibility.

“All teachers are teachers of children with special educational needs”

Each teacher is responsible for his/her class and will identify learning objectives for all the children in the class and will provide a differentiated curriculum which will help the children to achieve those objectives. The class teacher will ensure that all children are fully included in all class activities and the full life of the school

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**

###### **Who are our SEN pupils and how do we make sure we are meeting their needs?**

Young people with Special Educational Needs are identified through:

- Close liaison with feeder primaries
- Baseline screening in year 7
- Exam access screening in year 9
- Transition information from the Local Authority

- Regular monitoring of progress data
- Regular liaison with Pastoral managers, class teachers and subject leaders
- Feedback from teaching assistants
- Liaison with the Enhanced Mainstream School (EMS) specialist teachers at King James School and Rossett School.
- Liaison with the Educational Psychologist and School Nurse

The Learning Support Department uses a range of standardised and diagnostic assessments to clarify and identify a range of needs across social, emotional and learning domains.

Information about pupils is provided for staff on the Student Need's Register, Bromcom and on pupil friendly One Page Profiles and/or Individual Provision Maps. Many primary schools provide an Inclusion Passport, a transition document used to share details about previous provision of support in other schools, including primaries. The Inclusion Passport helps to provide a sense of ownership for pupils in communicating with their teachers about their individual needs. The One Page Profile/ Individual Provision Map helps summarise the key information on this in order to support subject teachers.

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 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 pupils and parents**

We will have an early discussion with the pupil and their parents 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 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 pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **Involving parents**

Information about each child is recorded on a One Page Profile or Individual Provision Map. This is a summary of information about a pupil with SEN starting from the first point when they were identified with SEN. This document is transferred with the child. Each child will also have a One Page profile or Individual Provision Map which records any current support, expected outcomes and a review date. If it is felt appropriate, we will assign your child a key worker when they start with us. The Key worker will support SENCo in the review. Parents and pupils

are invited to participate in these review meetings held regularly throughout the year. It's important to us that the families and young people we work with are achieving the outcomes identified at each review meeting, so we hope to develop close partnerships between school and family. We want to work together productively and effectively to support your child and to make sure that we listen and respond to their views on the outcomes they want to achieve. Where pupils have an Education, Health and Care Plan, additional formal reviews take place annually in line with the Code of Practice.

The SEN and Pastoral teams are here to discuss your child's progress. Parents should phone or email with any initial queries, and we can arrange face to face meetings as and when they're needed. The most effective means of communication is via email ([swilson@boroughbridgehigh.com](mailto:swilson@boroughbridgehigh.com)) but we are also happy to take your phone call during office hours.

If you have any concerns about your child, please don't hesitate to contact us. The School SENCo is available at all Parents' Evenings, and at the Year 7 Tutors' Evening in November. For parents of year 7 pupils, an additional open evening is held in November to meet with the Form Tutor to discuss how pupils have settled in and evaluate the provision that is currently in place for pupils with SEND.

The SENDIASS (Special Educational Needs Information and Support Service - previously known as The Parent Partnership Service) officer covering Boroughbridge area is Janet Allen. Her role is to support parents of pupils with Special Educational Needs, and to offer impartial advice. She can be contacted on 01609 536097 (Central phone numbers for SENDIASS).

[janet.allen2@northyorks.gov.uk](mailto:janet.allen2@northyorks.gov.uk) More information on this service can be found at: <https://www.northyorks.gov.uk/send-information-advice-and-support-service>

### **Involving pupils**

We hope that our pupils develop very good relationships with the staff they work with and that if they have any concerns, they are able to raise these easily. We are always interested in the views of our pupils and we are confident that our pupils feel involved and happy during their time at Boroughbridge. We encourage our pupils to use the Student Council system and on a more informal basis to share any issues with their keyworker. We also collect views through interviews and focus groups of SEN pupils to gather a general picture of what pupils feel is working well or needs developing across the school.

Pupils who have an Education, Health and Care Plan are formally consulted annually as part of their review process.

Prior to review meetings, pupils are offered a questionnaire to help them to prepare for the meeting. This can help them to articulate their concerns and aspirations and make sure that they get the best outcomes from their review.

The school liaises with primary schools to provide transitional information which is shared with staff through each SEN student's Individual Provision Map or One Page profile. We visit each of our feeder primary schools early in the summer term and talk with the children who are joining us in September as well as meeting with their Year 6 class teacher, and school SENCo to collect further detailed information. When they come to Boroughbridge for their 3 full days of induction in the summer, we gather more information about each child which informs our whole school approach to high quality teaching. The SENCo will meet with primary teachers where young people are identified with SEN. The SENCo will also meet with parents of new starters if parents have concerns or feel this would be beneficial.

At the heart of any decision made about a young person is the child and their opinions and ideas. We want to empower our pupils to become independent, assured and confident young people who will make a positive contribution to society, so the close consultation process is an essential part of our provision for children with SEND.

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

Pupils' progress is tracked by subject teachers three times a year. The subject leaders, school senior leadership team and SENCo carefully scrutinise this data to ensure that children are continuing to make good progress, identifying any areas where a child may need additional support or provision.

The School will set aspirational targets for all pupils, including those with SEN. These aspirational targets are above the national expectations as we strive for excellent attainment for all.

Pupil progress against targets is monitored regularly and over the course of the year, you will receive five tracking reports, informing you of your child's progress. This will give you their current levels and also their projected levels, which is what they will be expected to achieve by the end of the year. Where pupils have intervention programmes which are additional and different, student progress is reviewed by the SENCo in line with the graduated approaches outlined in the SEND Code of Practice.

We recognise that not all progress is measurable and as a school, we endeavour to monitor, celebrate and record additional achievements as well as the social and emotional development of pupils with specific needs. We want our young people to feel happy and successful and to value the progress they make as individuals as well as learners.

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 pupil's needs. This will draw on:

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

Boroughbridge High School offers a supportive package in transition, including prior visits to look around the school and to meet staff, close liaison with feeder primary schools to ensure shared practice of successful support strategies and a planned timetable of activities as part of the Induction programme in Year 7. Staff from the Learning Support department also attend Year 6 annual review meetings and CAF meetings.

The Learning Support Department holds additional transition sessions for vulnerable pupils, usually organised by liaising with the primary school teachers and TAs. Year 6 pupils participating in the three induction days in July are monitored carefully and initial support plans are put in place ready for September.

For pupils transferring in during the school year, staff work with parents, schools and appropriate outside agencies to share information and suggested guidance to settle pupils quickly and productively.

Option choices at Key Stages 4 and 5 are rigorously monitored by pastoral and learning support staff to ensure appropriate provision and success for pupils with SEN in their GCSE and Level 2 qualification selection.

Careers advice and guidance is available from our experienced advisor in school, who supervises a programme of additional consultations, preparation meetings and preliminary visits to support pupils with SEN in their future choices. We are in close contact with the SEN teams at all local post 16 provisions to ensure a smooth transition and that the receiving setting is fully aware of the child's specific needs and aspirations.

We have established links with post-16 providers, including Harrogate College, York College, Askham Bryan College, King James' School, Evolve, PLP, The Heritage project and local work experience and apprenticeship providers.

Appropriate facilities are available for wheelchair users and less mobile pupils and further specific information to support individuals is shared with staff via the Student Needs Register.

## **5.6 Our approach to teaching pupils with SEN**

In line with the revised SEN Code of Practice, all pupils are included in all lessons across the curriculum. Lessons are planned to allow all pupils to make good progress, both during the lesson and over a series of lessons. All staff contribute to whole school provision maps which are used to differentiate the provision required for each student. These maps describe pedagogical strategies and resources available in the classroom. They also include booster and catch up sessions which are in place within school and personalised and targeted provision for those pupils with higher needs. Our personalised and targeted provision uses carefully selected learning strategies which have been proven to be highly effective.

In Year 7 pupils are split into two mixed ability halves and then grouped according to ability in Maths, informed by KS2 results and internal assessment. Pupils are placed into mixed ability groups for their subjects.

In year 8, the students are placed into ability groups for Maths and Science. In other subject areas, pupils are taught in inclusive mixed ability groups.

In year 9, pupils are in ability groups for Maths, Science and Spanish. In other subject areas, pupils are taught in inclusive mixed ability groups.

In KS4 students are placed into ability groups in Maths and Science. All other subjects are taught in mixed ability groupings. All teachers are highly skilled in differentiating their lessons to ensure the needs of all pupils are met and can access the lesson. This is monitored by the SENCo and other members of the Senior Leadership Team and the SENCo supports and offers advice to all teachers where required.

Teaching assistants are deployed to maximum effect to enable teachers to spend quality time with all pupils, particularly where additional input is required. This is designed to allow more pupils to receive more targeted teaching and additional attention during lessons.

Additional support is provided to other classes in all years depending on pupil need. Time limited specialist intervention programmes are delivered based on individual need as identified in their individual planning meetings with parents.

The school maintains a SEN information system referred to as the Student Need's Register, ensuring that all relevant information regarding specific pupil need is available to school staff. This regularly reviewed information system for pupil needs within the classroom links to the Individual Education Plans, giving up-to-date guidance on specific strategies to use with each pupil.

We are developing the use of ICT to support the learning of pupils with SEN, including the use of iPads, word processors and electronic recording devices.

A variety of interventions are used within school:

### **Literacy**

- **Accelerated Reader:** A reading programme which assess pupils on their reading skills with computer tests carried out on the suite of iPads. This is an automated programme that places and advances pupils depending on their success on the tasks. Pupils are motivated by the rewards built into the system as well as the clear measurement of progress over time. This programme is carried out by the TAs, supporting the whole school's approach to fostering an enjoyment of reading.



- **Lexia: Lexia (Strategies)** is designed for struggling readers in years 6 and above who are having difficulty with their fundamental literacy skills. Using a simple, age-appropriate interface, the program begins with skills from KS2 covering basic phonological awareness through advanced decoding skills, vocabulary development, and comprehension activities. Students work independently to develop reading skills in a structured, sequential manner while teachers receive the data and resources they need to support intervention and direct instruction. Parents are given the Login details so students can use this at home.
- **The Reading Intervention Programme (TRIP)** The Reading Intervention Programme is an intensive intervention programme to boost the development of reading and literacy skills. In depth assessments are carried out to ensure the programme meets the child's individual needs. The programme combines both phonological awareness training and reading and this combination has been proven to be the most effective. The programme is designed to last for a minimum of ten weeks.
- **Registration reading:** Some pupils benefit from additional reading to an adult during registration periods.
- **Bespoke literacy interventions:** for some pupils a more personalised approach is needed. This may incorporate aspects of other interventions listed above, and may be created with additional guidance from external agencies, for example testing for coloured overlays to help with dyslexia.
- **Inference Intervention:** a small group intervention looking at understanding, rather than decoding

#### **Numeracy:**

- **mymaths:** A web based maths teaching resource that contains a large number of tasks supporting numeracy skills. Pupils can be set personalised programs to develop numeracy. This resource can be accessed from home using the login details that pupils are given by their maths teacher
- **First Class@Number** numeracy programme: This is for students who are finding it difficult to grasp number bonds to ten.
- **Success@Arithmetic** numeracy programme: Success@Arithmetic is a light touch calculation-based intervention for learners in Key Stage 3 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach.
- **Bespoke numeracy interventions:** delivered to either individual or small groups where some additional support for numeracy is necessary.

#### **Emotional and Social:**

- **Mentor:** Some pupils benefit from additional and regular support from a mentor to discuss their journey through school, follow up on behaviour issues and unpick problems and misunderstandings that may occur within school. These interventions are highly personalised.
- A number of pupils with Emotional and Social needs are supported in a variety of ways by the school pastoral team, including the student peer support system of sixth form Listeners and liaison with outside agencies.
- **Safe spaces:** we provide a group before registration for a number of students who need support with organization. We also provide a drop in session at break and a quiet space. After school there is a drop in session for students who may need someone to talk to before heading home. Homework Club at lunchtime also provides a quiet place which is appreciated by some students.

- **Lego®- Therapy:** Lego®-based therapy is a social development programme for young people with autism spectrum disorders or related social communication difficulties. Young people work together to build Lego® models and through this have the opportunity to develop social skills such as turn taking, collaboration and social communication.

### **Use of ICT in lessons:**

We are currently developing the use of iPads and laptop word processors as support tools in lessons for a variety of purposes including:

- Supporting writing tasks and producing extended written work
- Reviewing and redrafting written tasks
- Sharing and saving information, resources and worksheets electronically
- Taking photographs of board work as an alternative to notetaking
- Other uses of subject specific apps as relevant

### **Timings of Interventions:**

- For some pupils, a planned reduction in the curriculum is negotiated
- Registration time is used for some interventions
- Lunchtimes are sometimes used to support or provide appropriate interventions such as social skills support
- For some pupils, it is necessary to miss some lesson time in order to deliver interventions

### **Personalised Packages**

In a small number of cases, it may be necessary to create a more personalised package for a pupil. This is likely to include a reduced curriculum and some support from external providers

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

The majority of pupils follow a mainstream curriculum. Personalised adaptations are made according to individual need. The school provides facilities in line with the Disability Discrimination Act to meet the requirements of those pupils with more complex needs and is prepared to make reasonable adjustments according to individual student need. Good quality teaching differentiates to provide learning opportunities at every level according to need and is reflected in the whole school provision maps.

The school allocates Teaching Assistants (TA) to lessons according to the needs of different pupils within that class or subject area. When a TA is allocated to a lesson, it is to provide support to the class. The TA will liaise with the class teacher as to the most effective use of their time in that lesson and the two members of staff will operate as a team to support the needs of all pupils in that group. In supporting the group, the TA will always bear in mind the need for pupils to become more independent in their work as a preparation for their life beyond school.

Depending on the nature of the lesson, in-class support may take the form of one or more of the following:

- Enabling the class teacher to give more time to individual students who may need extra support
- Support for one to one or a small group of pupils within the lesson who may need additional guidance.
- Distance monitoring of a pupil who prefers not to have close attention of a TA, but may occasionally need additional intervention in the lesson.

- Providing support to more able pupils in the group to allow the subject teacher to work with pupils requiring more time and guidance.
- Complementary support so that a pupil receives additional support from both adults in the classroom.
- General support to a range of pupils in the classroom.
- Facilitating the use of IT and /or other support tools in the classroom.
- Observing, monitoring and reviewing the progress of pupils with SEND to feedback to the class teacher and SENCo to assist with future planning.

### **5.8 Additional support for learning**

We have one SATA (Senior Advanced Teaching Assistant) who helps with administration and management of the department. She also leads interventions and liaises with parents and external agencies. We have seven teaching assistants who are trained to deliver interventions such as Accelerated Reader and Success @ Arithmetic.

Teaching assistants will support pupils on a 1:1 basis when a need has been identified for specific one to one support.

Teaching assistants will support pupils in small groups for interventions such as: Lego Club, Accelerated Reading, and Success @ Arithmetic

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

- Enhanced Mainstream School for Specific Learning Difficulties (Rossett High School)
- Enhance Mainstream School for Autism (King James School)
- Educational Psychologist
- LA Physical and Sensory Difficulties teams for pupils with Physical Disabilities, Hearing Impairments or Vision Impairments)
- School Nurse
- Speech and Language Therapists
- Child and Adolescent Mental Health Services
- Educational Social Work service
- Parent Support Advisors
- SENDIASS
- Targeted Youth Support
- Active Engagement Officer (Y11s)
- Compass Reach
- The School also works closely with families involved in the TAC process, and will liaise with both Children's Social Care and the Police as necessary

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

All teachers have regular CPD in the area of SEND with an annual CPD programme created in liaison with the rest of the Senior Leadership Team. The Learning Support Department has a high level of expertise and experience. The SENCo is qualified to BA (Hons) and has the NASENCO qualification in line with the Code of Practice's requirement for all SENCos taking post

after September 2014. The SENCo also has a Level seven qualification in assessing young people for access arrangements, CPT3A.

Our teaching assistants have had training in Lexia, Accelerated Reader, The Reading Intervention Programme, Success @ Arithmetic, Lego® Therapy and Social Skills training.

Members of the Learning Support Department are qualified and experienced to deliver in-house training on a range of special educational needs to teaching and support staff.

Any additional specialist expertise is sought and secured from the wider North Yorkshire Specialist Network of services.

### **5.10 Securing equipment and facilities**

We work with the SEN department and inclusion service to ensure our facilities meet the needs of young people with SEN and to ensure that any necessary supportive equipment is provided.

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

The progress of all pupils, including those with SEN, is evaluated every ten weeks through rigorous data monitoring.

The effectiveness of time-limited intervention programmes are evaluated by staff, pupils and parents at the regular review meetings. In addition, the SENCo carefully monitors the impact of all interventions to ensure that they accelerate learning in line with national expectations.

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 ten weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

All extra activities are open to all pupils. Extensive provision is made to ensure that opportunities such as residential trips are available to pupils with SEN, including close liaison with families and those leading the activities. The SENCo carefully monitors pupils' access to all additional activities. Any barriers to their full participation are discussed with parents and pupils and the provider to find ways to ensure that all our pupils are fully engaged in school life

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

The significant role of the form tutor is introduced in Year 7, with this key figure providing the bridge between home and school in the first instance of most cases. Social and emotional development is monitored by the form tutor and Pastoral Manager as well as the student mentors. All staff are highly aware of the potential negative impact that bullying can have on children with SEN and are finely attuned to watching out for early signs of bullying and listening to the concerns of the young person. The induction programme and transition work develops the role of the form tutor who will foster trust and confidence for the young people in a sympathetic adult listener. This close pastoral care is one of the significant strengths of our school.

The Learning Support Department runs Homework club at lunchtimes and provides a quiet room for more vulnerable pupils who can share their anxieties with a supportive and sensitive adult

supervisor. Additional support programmes are offered to nurture identified pupils in social skills and pupils may be offered a mentor with whom they can meet on a regular basis.

SEN awareness and anti-bullying is incorporated into the whole school PSCHÉ programme and assemblies which have an anti-bullying message and focus on individuals' differences are delivered by Heads of Learning, senior staff and pastoral staff. The system of information sharing, while confidential, is also appropriately shared amongst pastoral staff to ensure that pupils' welfare is of paramount value at Boroughbridge.

Pupils participate throughout the year in fundraising activities to support associated charities. Teamwork fostering friendships and teaching young to respect others and work together form an integral part of the pastoral curriculum throughout the school.

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to apply to be prefects in year 11 to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

The school has established strong links with outside agencies. We work closely with colleagues in education, health, social care and careers, including agencies such as CAMHS, Disability Children's Team, and Local Authority Support Teams.

The school will request guidance, support and training from a variety of sources, depending on the needs of pupils within the school. These include:

- Enhanced Mainstream School for Specific Learning Difficulties (Rossett High School)
- Enhance Mainstream School for Autism (King James School)
- Educational Psychologist
- LA Physical and Sensory Difficulties teams for pupils with Physical Disabilities, Hearing Impairments or Vision Impairments)
- School Nurse
- Speech and Language Therapists
- Child and Adolescent Mental Health Services
- Educational Social Work service
- Parent Support Advisors
- SENDIASS
- Targeted Youth Support
- Active Engagement Officer (Y11s)
- Compass Reach
- The School also works closely with families involved in the TAC process, and will liaise with both Children's Social Care and the Police as necessary

#### **5.15 Complaints about SEN provision**

If you have any concerns about the provision made for a student with SEN, please contact the SENCo, Susan Wilson on [swilson@boroughbridgehigh.com](mailto:swilson@boroughbridgehigh.com) or Headteacher [kstephenson@boroughbridgehigh.com](mailto:kstephenson@boroughbridgehigh.com)

As with any other complaint, please follow the school's Complaints Procedure on our website. 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
- 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 SEND information, advice and support service can be accessed via:  
<https://www.northyorks.gov.uk/send-information-advice-and-support-service>

### **5.17 Contact details for raising concerns**

If you have any concerns about the provision made for a student with SEN, please contact the SENCo, Susan Wilson on [swilson@boroughbridgehigh.com](mailto:swilson@boroughbridgehigh.com) or Headteacher [kstephenson@boroughbridgehigh.com](mailto:kstephenson@boroughbridgehigh.com)

### **5.18 The local authority local offer**

Our local authority's local offer is published here:  
<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Sue Wilson every three years. 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**

Other policies can be found on our website. These include:

- Accessibility plan
- Behaviour for Learning Policy
- Single Equality Scheme
- Supporting pupils with medical conditions