



Boroughbridge
High School

SEN Information Report

Policy last reviewed	March 2025
Policy ratified by the Federation Governing Board	March 2025
Next policy review due	March 2026
Due for review by Governors	March 2026
Staff Lead	SENDCo

Significant Revisions Since Last Review

Pages 6 & 7 - Intervention Information Updated

SEN Information Report

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

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 prior to joining us
- 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 SEND Hubs and specialist teachers attached to these.
- Liaison with the Educational Psychologists and other outside professionals/agencies

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 Bromcom and through One Page Profiles. 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 One Page Profile helps summarise the key information on this in order to support subject teachers.

In line with the graduated response approach 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 but the teacher will use an assess, plan, do and review approach.

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.

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 or when they will be taken off the SEN register.

Involving parents

Information about each child is recorded within Bromcom. BROMCOM is our management information system (MIS). There will be a summary of information about a pupil with SEN starting from the first point when they were identified with SEN. This information is transferred with the child. Within BROMCOM we record any current support, expected outcomes and a review date. Parents and pupils are invited to participate in these review meetings. It is important to us that the 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. Communication may be through email or letter if face to face is not possible. Parents can always request a face-to-face meeting if this is preferred. 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. At each review point parents are asked to answer a short survey question to give us feedback on whether or not they are happy with the support their child is receiving.

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 are needed. The most effective means of communication is via email (ptown@boroughbridgehigh.com) but we are also happy to take your phone call during office hours.

If you have any concerns about your child, please do not hesitate to contact us. The School SENCo is available at all Parents' Evenings, and at the Year 7 Tutors' Evening in November. Please contact the school to arrange an appointment on these evenings.

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) offers support to parents of pupils with Special Educational Needs, and to offer impartial advice. They can be contacted on 01609

536923 (Central phone numbers for SENDIASS) or via email: info@sendiassnorthyorks.org. More information on this service can be found at: <https://www.northyorks.gov.uk/sendias-north-yorkshire>

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 form tutor. 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 BROMCOM and a 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 three 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.

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. The SENCO, when invited, will also attend Year 6 annual review meetings and CAF meetings.

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 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 Level 7 Qualified Careers 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 a range of 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 BROMCOM. Students with SEND are well supported in their transitions and go on to the full range of Post-16 pathways.

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. Quality First teaching means that lessons are planned to allow all pupils to make good progress, both during the lesson and over a series of lessons. Adaptive teaching practices allow all students to access the curriculum which is ambitious for all. All staff contribute to whole school provision maps which are used to personalise 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. They are delivered in a timely manner over specific and planned periods of time and the impact of these interventions is evaluated after each course of intervention.

In Year 7 pupils are placed into mixed ability groups for all subjects except Mathematics.

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

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

In KS4 students are placed into ability groups in Mathematics and Science. All other subjects are taught in mixed ability groupings. All teachers are highly skilled in scaffolding 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 within BROMCOM, 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 One Page Profiles 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 word processors and electronic recording devices.

A variety of interventions are used within school:

Literacy

- **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 a book buddy during registration periods.
- **Dyslexia Gold:** This aims to go *Beyond Phonics* to address the real reason children struggle with reading. It addresses *vision problems* like convergence insufficiency and poor tracking as well as *auditory problems*, like the phonological deficit to build all the skills needed to read.
- **Lexia:** For those students who other literacy interventions have not worked we have a small group completing work with the Lexia intervention programme.
- **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
- **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.
- **Social Skills:** Targeted groups of students take part in time limited social skills groups to develop their ability to positively interact with their peers.
- A number of pupils with Emotional and Social needs are supported in a variety of ways by the school pastoral team and our HLTA in our intervention room, this includes targeted 1:1 support for all areas of need and often liaison with outside agencies.

Other Interventions:

- **Handwriting:** Some students who require support with their handwriting skills, to make their writing both quicker and legible.
- **Touch Typing:** For students who use a word processor as part of their normal way of working and in Exam Access Arrangements we provide additional support to develop their typing skills.
- **Motor Skills:** For students with learning needs around fine and gross motor skills (For example Dyspraxia) we provide small group intervention to support them in developing these skills.
- **Interoception:** Small group intervention delivering the interoception curriculum supporting student understanding of their internal sensory system in which the physical and emotional states of the person are consciously or unconsciously noticed, recognised and responded to, this is particularly useful for ASC students and those who struggle with self-regulation.
- **EAL Support lessons:** Supporting our EAL students to develop their English and make rapid progress in their understanding.

Use of ICT in lessons:

We are currently developing the use of laptops 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 for a fixed period of time

- Registration time is used for some interventions
- Lunchtimes are sometimes used to support or provide appropriate interventions such as social skills support and students who need access to a quiet space can access the intervention room
- For some pupils, it is necessary to miss some lesson time in order to deliver interventions but in these cases, this is time limited and the impact very carefully considered.

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. It may include Work Experience.

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.

Behaviour for Learning

It is recognised that a small number of our students with SEND will find it difficult to work within some standardised practices. Where their SEND is the primary reason for them being unable to access elements of school procedures adapted consequences will be used to support students including those with SEMH needs. The SENCO in discussion with the pastoral manager and parents/carers will identify those students who will have adapted consequences. Behaviour events will still be logged on Bromcom but will not

necessarily be linked to an automatic sanction. Instead the most appropriate sanction, taking SEND needs into account, can be determined. It is also recognised that a small number of students with specific sensory needs may struggle to adopt all elements of the stated school uniform and this too will be considered in discussion and agreement with parents and the SEND team.

Additional support for learning

We have one SATA (Senior Advanced Teaching Assistant) who helps with administration and management of the department. They also lead interventions and liaise with parents and external agencies. We have two HLTAs who leads on intervention room activities and supporting students on a 1:1 basis. We have nine teaching assistants across the school (Including seven who work part time).

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

Teaching assistants will support pupils in small groups for interventions to support social skills, literacy and numeracy.

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

- SEND HUB
- 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
- Compass Reach
- Inspire Youth
- Early Help workers
- The Wellbeing in Mind Team
- CAMHS
- YES Project
- 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

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. 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.

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.

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
- Close analysis of tracking data at each data point

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

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. 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 develop 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.

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.

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:

- SEND Hub
- Educational Psychologist
- LA Physical and Sensory Difficulties teams for pupils with Physical Disabilities, Hearing Impairments or Vision Impairments)
- Speech and Language Therapists
- Child and Adolescent Mental Health Services
- Educational Social Work service
- Parent Support Advisors
- SENDIASS
- Targeted Youth Support
- CAMHS
- Inspire Youth
- 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

Complaints about SEN provision

If you have any concerns about the provision made for a student with SEN, please contact the SENCo, Penny Town on ptown@boroughbridgehigh.com or Headteacher 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

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/sendias-north-yorkshire>

Contact details for raising concerns

If you have any concerns about the provision made for a student with SEN, please contact the SENCo, Penny Town ptown@boroughbridgehigh.com or Headteacher kstephenson@boroughbridgehigh.com

The local authority local offer

Our local authority's local offer is published here:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Monitoring arrangements

This information report will be reviewed by Penny Town every three years. It will also be updated if any changes to the information is 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 at www.boroughbridgehigh.com

These include:

- Accessibility plan
- Behaviour for Learning Policy
- Single Equality Scheme
- Supporting Pupils with Medical Conditions Policy
- SEN Policy