



Five Acres High School SEND Policy and SEN Information Report

Approval and review:

This Policy and Report is the responsibility of: SENCO

This Policy and Report was approved by the Local Governing Body on: 30 November 2021

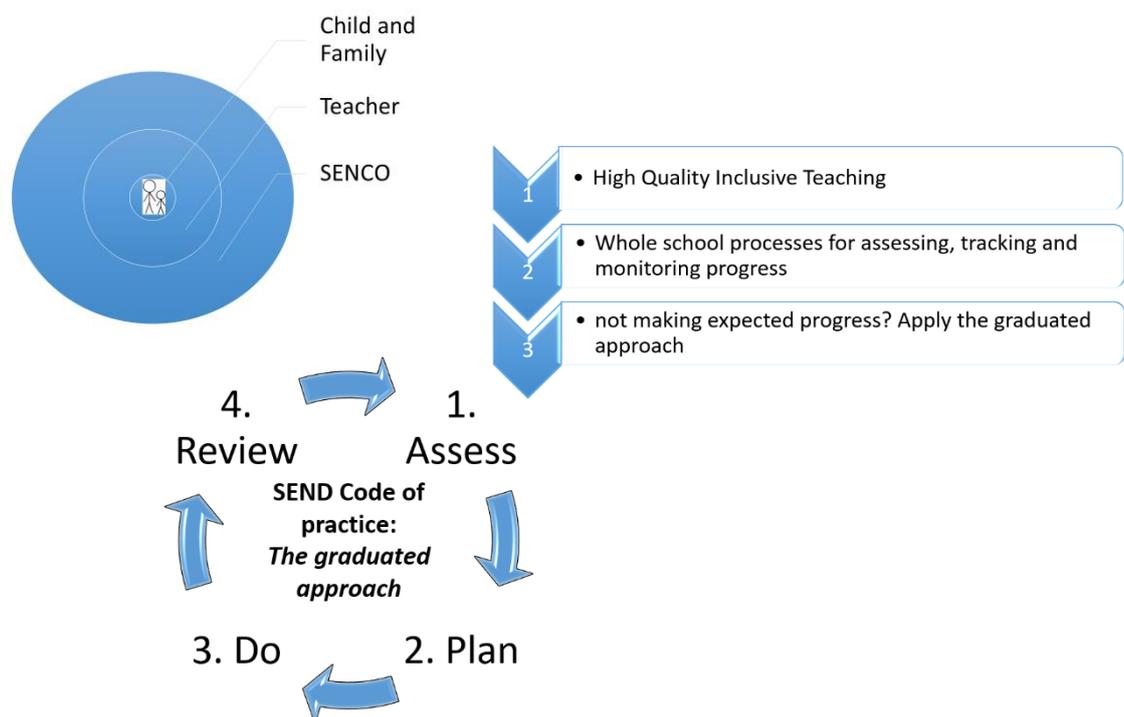
This document describes Five Acres High School's policy and provision for students with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

Part One: SEN Policy

Part Two: SEN Information Report

Part One: SEN Policy

1. **At Five Acres High School, the inclusion of all our students is of the highest importance.** All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support students at the school with medical conditions. There is a clear approach to identifying and responding to SEND and the school follows the graduated approach of assess, plan, do and review



At Five Acres High School we:

- Record accurately and keep up to date the provision made for students with SEND
- Publish information on our website about the implementation of their policy for students with SEND (the school SEN information report)
- Publish information about the arrangements for the admission of students with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school
- Determine their approach to using their resources to support the progress of students with SEND
- Co-operate with the appropriate local authority in reviewing the provision that is available locally and developing the local offer

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

2. Definitions

A student 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.

3. 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 co-ordinators (SENCOs) and the SEN information report

This policy also complies with the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

4. Roles and responsibilities

SENCO: Debbie Baker, 01594 832263 dbaker@5acreshighschool.co.uk

Headteacher: Simon Phelps, 01594 832263 sjenkins@5acreshighschool.co.uk

SEN link governor: Ann-Marie Karadia, akaradia@greenshawlearningtrust.co.uk

Head of SEN/Safeguarding Greenshaw Learning Trust: Sarah Vardy.

Email: svardy@greenshawlearningtrust.co.uk, telephone 020 8715 1078.

The SENCO

The SENCO will:

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school Five Acres High School SEN Report – 2021-2022
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing body 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

The headteacher

The headteacher will:

- Work with the SENCO 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

The SEN link governor

- The local governing body will appoint a SEN link governor to have oversight of the school's arrangements for SEND and provide a link between the school and SENCo and the local governing body on matters relating to SEND.

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. Contacts

Contact details of support services for parents of students with SEN

Gloucestershire Local Offer: <https://www.glofamiliedirectory.org.uk>

Sendiass Gloucestershire: <https://sendiassglos.org.uk/>

Five Acres High School SEN Report – 2021-2022

Contact details for raising concerns

Complaints about SEN provision in Five Acres High School should be made to the SENCO in the first instance, and may be referred to the school's complaints procedure.

Five Acres High School SEN Report – 2021-22

Part Two: SEN Information Report 2021 – 2022

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

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. Class teachers will make regular assessments of progress for all students and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress
Fails to close the attainment gap between the child and their peers
Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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.

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:

Five Acres High School SEN Report – 2021-22

The teacher's assessment and experience of the student

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 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. 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.

The SENDCo or Transition TA attend Year 5 and Year 6 EHCP Reviews (for those students intending to come to Five Acres High School); Five Acres High School host open mornings and an open evening for students in Year 5 and Year 6 in the Autumn term of each academic year; Five Acres High School meet with students in their primary schools as part of the induction programme; Five Acres High School hold transition days for all upcoming Year 7 students in July, in addition to a parent's meeting. Five Acres High School provide additional time during Year 6 summer term, when students with SEND come and spend some time in school before starting in Year 7, Five Acres High School

hold a transition meeting for parents of SEND students who come to Five Acres High School with the SENDCO or keyworker from their primary school. The Year 6/ 7 Transition coordinator visits all our feeder primary schools to meet with the Year 6 teacher to discuss the needs of all students, including those with special educational needs. The SENDCo visits primary schools to liaise with the primary SENDCo and meet students. In addition, TA key workers visit the students to meet and observe them in their primary class environment, and strategies of support are discussed with the Year 6 class teacher and primary teaching assistant.

College and Sixth Form SENDCos are invited to Year 11 EHCP review meetings so that Post-16 support can be discussed within their placement. This also provides an opportunity for the parent and student to meet with the SEN lead and talk openly about support, concerns, extra transition days, tours and course entry requirements.

We also work with the Travel Training Team to ensure that our students are confident and prepared to travel independently on public transport to their Post-16 placement.

6. Our approach to teaching students with SEN

All teaching and pastoral staff are aware of the different categories of special educational needs and receive advice on how to support these in the classroom. New members of staff are trained on special education needs through a well-planned induction programme and teachers, through in-service training sessions, receive regular updates on developments in special educational needs. 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:

Literacy – closing the gap

Social Skills

Life Skills

Numeracy

Hand Writing

Touch Typing

Additional Literacy

Reading Programme

IDL Literacy

Mind Mapping

Speech and Language – Secondary Language Link

Travel Training & Community Engagement Programme – Years 8-11

Mentoring – Internal & External

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, tinted coloured paged books, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please refer to our accessibility plan for further information.

8. Additional support for learning

We have 10 teaching assistants who are trained to deliver interventions such as IDL Cloud, Reading Catch up and a range of others listed above.

Teaching assistants will support students on a 1:1 basis when it is identified through an EHCP or the Advisory Teaching Service suggest a prescribed intervention.

Teaching assistants will support students in small groups when directed to by the class teacher, or when delivering an intervention.

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

School uses, (via a traded services agreement), Gloucestershire Local Authority to provide access to professional services such as the Educational Psychologists (EP), Speech and Language Therapists (SALT), Occupational Therapy (OT) and Advisory Teachers on specific areas of special educational need. This is undertaken in full consultation with parents.

9. Expertise and training of staff

Our SENCO has experience in this role and has worked as at Five Acres High School for 18 years. They are allocated 2.5 days a week to manage SEN provision.

We have a team of 10 teaching assistants, including a higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in a range of SEND strategies including Mind Mapping, Community Engagement Programme, Visual Impairment adaptations, Differentiation in the classroom and Building vocabulary to help close the attainment gap.

One TA has recently qualified to Level 3 Speech and Language and has worked with SALT to deliver Language for Behaviour and Emotional Coaching sessions.

Two TA's have also qualified in delivering Yoga in Schools to support students with SEMH difficulties. We use specialist staff for SEMH and CBT interventions

10. Securing equipment and facilities

Equipment is secured through a range of funding avenues or the Advisory Teaching Service if a need is highlighted and supported by external agencies.

Exam Reader Pens and Chrome books have been purchased for SEN students to access, if required, following advice and guidance from ATS, EP or Exams Assessor

11. Evaluating the effectiveness of SEN provision

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

Reviewing students' individual progress towards their goals each term

Reviewing the impact of interventions after 6 weeks

Monitoring by the SENCO using termly data and intervention data to measure progress

Learning walks and book scrutinies

Holding annual reviews for students with statements of SEN or EHC plans

12. Enabling students with SEN to engage in activities available to those in the school who do not have SEN

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 residential trip(s) when they are planned including year 7 Residential, theatre trips and all field work.

All students are encouraged to take part in sports day/school plays/special workshops, etc

In addition, we have our own SEN sports team who regularly complete in the School Sports Games programme.

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

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 take a full and active part in our Character Education programme

Students with SEN are also encouraged to be part of School Sports Team to promote teamwork/building friendships etc.

SEN students have access to our Learning Support Base at social times to develop social skills with other students in a structured and supervised setting.

We have a zero tolerance approach to bullying.

We have two dedicated staff who run an outstanding 'Early Help' programme for the whole school.

14. Working with other agencies

Where the needs of a student require expertise that is not available in the school, Five Acres High School uses, (via a traded services agreement), Gloucestershire Local Authority to provide access to professional services such as the Educational Psychologists (EP), Speech and Language Therapists (SALT), Occupational Therapy (OT) and Advisory Teachers on specific areas of special educational need. This is undertaken in full consultation with parents.

We also utilise other services such as The Children and Young People Services (CYPS) and the Youth Service to support students who may have emotional, social or mental health needs or require support to help them overcome other learning difficulties. Again, this is undertaken in full consultation with parents.

Links have also been developed with external mentoring services to provide bespoke support to students with learning or SEMH needs

15. Complaints about SEN provision

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

16. The local authority local offer

Our contribution to the local offer is outlined above and can be found at:

<https://www.glosfamiliesdirectory.org.uk>