

# Benjamin Britten School



## Special Educational Needs Policy

## Table of Contents

Page 3	Basic Information about the school
Page 5	Staffing the Learning Support Department
Page 7	Coordinating SEN Provision
Page 9	Identification, Provision and Review of Students with SEN
Page 14	Complaints Procedure
	Appendix 1 Job descriptions
	Appendix 2 Overview of Learning Support

## **1. Basic Information about the school's provision for students with Special Educational Needs**

### **The Aims of Benjamin Britten School**

We aim to meet the educational needs of each student and to encourage a high but realistic level of expectation. We strive for exemplary standards of academic achievement, self-discipline and consideration for others. We try to give students the knowledge and skills they will need for life and to make them proficient in literacy and numeracy. All students have access to a broad and balanced curriculum. We endeavour to make optimum use of resources available to us. This is achieved within the context of a firm yet understanding and caring school environment.

### **The Ethos of Benjamin Britten School**

We value every child. We want them to enjoy and value their time at school in its own right as well as seeing its importance in preparing them for adult life.

We encourage students to be self-disciplined, responsible and considerate in their dealings with others, and to respect everyone's individual talents.

Our school is a resource for the whole community, with whom we share responsibilities. To benefit fully from membership of Benjamin Britten, commitment is required from student, parent and school.

### **Definition of Special Needs**

According to the Code of Practice, children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which hinders them from making use of educational facilities of a kind generally provided for children of the same age.

'Special Educational provision is educational or training provision that is 'additional to' or 'different from' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalized teaching.'

**SEN code Of Practice 2015**

**The Aims of Special Needs Department**

"We aim to provide support for the students with Special Educational Needs and Disabilities (SEND) in order that they may take a full part in the life of Benjamin Britten School, have access to the whole curriculum, and fulfil their potential in order to prepare them for their adult life"

The objectives of the governing body in making provision for students with special educational needs (SEND) are to:

1. Co-ordinate a whole-school approach for SEN students and endeavour to achieve maximum inclusion whilst meeting individual needs.
2. Provide appropriate and effective support to SEN students and meet individual needs through a wide range of provision.
3. Provide appropriate and effective support for teachers of SEND students through professional development and focused support.
4. Monitor the SEN provision to ensure staff deployment, resource allocation and choice of intervention is leading to good learning outcomes.
5. Producing/ monitoring/ reviewing the Accessibility Action Plan.
6. To work in partnership with all involved parties, students, parents and professional agencies to meet the needs of all vulnerable learners.

## **2.Staffing of the Learning Support Department**

The school's coordinator for SEND provision (SENCO) is Mrs Jerrie Poole (0.9fte). At Benjamin Britten she is also known as the Learning Support Coordinator (LSCO).

LSCO is responsible to the Headmaster and Trustees for the efficient co-ordination of SEND practice at Benjamin Britten School.

The line-manager for LSCO in day to day management of the Department is the Assistant Head (i/c KS 3)

A detailed job description for LSCO is given in Appendix 1.

The LSCO coordinates the work of SEND teaching staff and Learning Support Assistants (LSAs). A list of learning support staff is given in Appendix 2.

Other staff involved in SEN provision at Benjamin Britten School:

Heads of Departments:

- Identify good practice with departments
- Identify examples of differentiated work and make available to teachers
- Include SEND issues on Department meeting agendas and give minutes to LSCO, if appropriate

Subject Teachers:

'Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants or specialist staff.'

### **Code Of Practice 2014**

They should:

- Know which students have a SEND Individual Profile and why
- Consult SEN information on the SEND Individual Profiles on the pupils profile on BromCom.
- Be involved in the implementation and evaluation of provision through the EHCP reviews.
- Raise SEND issues at department meetings.
- Refer any students causing concern to LSCO
- Ensure there is adequate opportunity for students with SEND to work on agreed targets.
- Ensure effective deployment of resources including LSA support for SEND students.

Advanced skills LSA:

Support LSCO in implementing and managing SEND provision. They support and monitor work of SEND through regular meetings with LSCO and set up and implement interventions including managing others LSAs.

Heads of Year:

Liaise with LSCO about students whose special educational needs are also linked to specific pastoral or behaviour support plans.

Assistant Head:

Supports LSCO with SEND Department issues and line manages LSCO.

Headteacher: acts as Performance Manager for LSCO.

Trustees' Responsibilities and the link-trustee for SEN provision.

The responsibility of the governing body is outlined in the SEN Code of Practice 2014.

The link-trustee for SEN provision is Mrs Marion Ravenhill.

### **3. Co-ordinating SEN provision**

#### **Deployment of staff**

Staff are deployed according to the following

1. **Initial Screening and Testing:** Pupils undergo a variety of assessments in the first few weeks of Year 7. This likely includes subject-based tests (e.g., Maths, English) and may also involve assessments of their general learning needs, such as cognitive or learning style evaluations, and SEND screening.
2. **Data Gathering:** Information from these tests, as well as data from pupils' prior SATs results (from primary school), is collected. This helps form a picture of each pupil's academic strengths, challenges, and any additional support needs.
3. **Review and Placement:** The Maths and English leads, Curriculum Lead, and SENDCo (Special Educational Needs and Disabilities Coordinator) meet to discuss the gathered data. They use this combined information to assess whether pupils are placed in the correct academic setting (or band) based on their ability levels and SEND requirements.

Where a LSA is deployed to a classroom to support learning, a rigorous process has been carried out to identify the benefits and efficacy of that placement.

Learning Support Assistants also carry out a plethora of other tasks as seen in the appendices.

Assistant Head, Head of Year 7 and Primary Heads and Primary SENCOs work with LSCO to identify transition needs of Year 6 students.

#### **Allocation of Resources**

Funding allocated to provide resources for special needs is determined by the Head and the Trustees, taking into account the money received from the whole school budget, High Tariff funding and where appropriate Student Premium. Once the level of teacher hours, and LSA time has been decided, the LSCO allocates hours of support to students requiring that support.

Then funding of SEND provision is provided through Average Weighted Student Unit up to a maximum of £6,000 per annum per student. Thereafter if the cost of support is higher then the school will apply to the Local Authority for High Tariff funding.

**Admission arrangements for students with recognised SEN**

The school refers all admissions to the LA (Northern Area Office).

Benjamin Britten aims to be fully inclusive and welcomes all students seeking admission.

In line, with the Equalities Act of 2010, Benjamin Britten will not discriminate against children with SEND and will take all reasonable steps to provide effective educational provision to those who seek admission.



**Access facilities for students and parents with disabilities**

We make every reasonable adjustment to create an accessible environment for everyone at Benjamin Britten. For full details please see the school Accessibility Action plan.

Efforts are made to not only ensure the physical environment is accessible but to also improve accessibility to the curriculum and to school information sources. This is achieved in a variety of ways including the use of hearing loops, enlarged ICT, colour background text, coloured overlays and paper, spellcheckers, ICT and software support. This all increases the extent to which those with SEND can participate in the school's curriculum.

#### **4. Identification, Provision and Review of students with Special Educational Needs**

##### **Identification:**

Students are identified within 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

##### **a) Year 6 students entering Benjamin Britten School**

Information relating to the new intake is collated from student profiles and data provided from partner primary schools about Levels of Attainment (Teacher Assessments, SEND data) as well as from the parents. Teacher Assessments are confirmed by SATs data (where available) towards the end of term. LSCO will attend the Annual Review of EHCPs for students in Year 6, where appropriate, to assist in the transition of these students. The year 7 transition team visit all partner primaries and report back to the LSCO about those that may need extra transition. Meetings or additional visits are then arranged based on this information and the pupil's SEND.

Parents have the opportunity to contribute to the information on the school's admission form as well as those identified as SEND by primaries receiving a further request for information pertaining to their child's SEND.

Information about the new intake should be in school before the end of the summer term, and a provisional list of those students requiring SEND support identified and shared with staff. LSCO and Head of Year 7 are responsible for this. This is in place by the September in which they start.

##### **b) Other students entering Benjamin Britten School**

Where a student is admitted to the school, other than as part of the normal transition from Year 6 to Year 7 then Head of Year will interview parents and child, and as part of the interview determine whether there is any SEN provision required as part of that admission and liaise with LSCO if required. Data from the transfer school will also be analysed.

Parents have the opportunity to contribute to the information on the school's admission form.

Once admitted to the school, the Learning Support Department will carry out baseline tests for reading and spelling to assess level of need. They will also carry out testing to attempt to ascertain the pupil's attitudes to school.

### **c) Identification of students currently within the school**

This may be as the result of one or more of the following

- Teacher referral ... through classroom based concerns, departmental/year meetings etc.
- Support staff referral through data from student.
- Student concerns expressed to staff leading to self referral.
- Parental concerns expressed to staff through parent evenings, visits, phone contact, admission forms.
- Information or data from external agencies

Any of these may then lead on to further individual assessment/investigation.

### **Special Arrangements for examinations**

Some students will be identified through a series of assessments and through observation as requiring access arrangements for exams (internal and external) and coursework. These assessments are carried out by Jerrie Poole (LSCO). These special arrangements are to ensure that individual students are not disadvantaged by the assessment regime and may include arrangements such as reader, scribe, extra time, prompt etc. Jerrie Poole is also a qualified Access Arrangements Assessor.

### **The SEND register**

All identified students with additional needs are monitored through inclusion on the school's SEND register. This is done through their profile on our school system – BromCom. Each student that needs adjustments to Quality First Teaching has an SEND Individual Profile. This outlines what their need type is, suggested strategies and additional information. Much of this information also comes up on the register for that student every single lesson. Staff are then able to clearly see who has additional needs when planning, setting seating, and assessing etc.

The LSCO is responsible for maintaining these profiles and the SEND information on BromCom.

These documents can be shared with parents and comments invited. Very often the parents are asked for their advice on what works well and what does not for their children and this is also added to the SEND information given to staff.

### **Assessment Procedures**

New students are screened during Year 7 using the Lucid Exact Screener the data is then shared with the English and other departments. The Cognitive Abilities Tests are also carried out within the first term of year 7. This tests for a pupil's cognitive ability in four areas; Quantitative, non-verbal reasoning, verbal reasoning and spatial.

A selection of, more focused, standardised assessments are then used by the Learning Support department to further investigate student needs:

- Dyscalculia screening test.
- Nessy Dyslexia Quest (screener)
- Dyslexia portfolio which includes;
  - Word literacy cluster
  - Phonological knowledge
  - Processing speed cluster
  - Working memory cluster
  - Rate of writing
- WRAT5 single word reading.
- WRAT5 sentence comprehension test
- WRAT5 spelling test.
- WRAT5 mathematical computation test
- BPVS III (British Picture Vocabulary Scale – 3<sup>rd</sup> edition).
- Detailed Assessment of Speed of Handwriting (DASH)
- Comprehensive Test of Phonological processing – 2<sup>nd</sup> Edition (CToPP2)
- Test of memory and Learning – 2<sup>nd</sup> Edition (ToMaL2)
- Lucid Exact – Access Arrangements screener.

These tests provide information for the Learning Support Department. Where there is concern that more detailed information is needed then advice and guidance, and further testing may be sought from an Educational Psychologist assessment, Speech and Language Therapist assessments, CAMHS etc. This could then lead to further referral to specialist external agencies.

**Provision:****Stage 1 Well-differentiated, quality first teaching, within the classroom.**

- All learners will have access to Quality First Teaching.
- Some learners will have access to Wave 1 (in class differentiated teaching) or Wave 2 interventions (small group focused teaching- Appendix 4 for list). These may be students with additional needs or students who have been identified as underachieving.
- All learners with additional needs will be included on provision maps which outline and monitor all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet students' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment

**Stage 2 Additional SEN Support**

- Students will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all students in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Intervention for students with SEND. Cohort will be identified and tracked using provision maps and the SEND register.
- The majority of these students will be included in a single category school based SEN support stage on the SEND register.
- On very rare occasions, where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a student is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term targets are required.

Where a pupil has a high level of need they will have further targets on the school's database that will be assessed and monitored by the Learning Support department with input from teachers throughout the school.

### **Stage 3 Education Health and Care Plan**

- EHCP pupils will have access to all arrangements for students have a SEND Individual Profile and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for:
  - High Needs Block Funding
  - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through additional SEN Support at an earlier stage.

Please note that where a medical professional or other professional has suggested an EHCP, we may not agree. We will still complete the paperwork but we will advise the parents their child may not be suitable for an EHCP using the Suffolk guidance.

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for students with SEND is carried out in the following ways:

- Monitoring of the progress of students with SEND is the responsibility of the LSCO in collaboration with subject teachers and LSAs.
- Classroom observation by the LSCO, and senior leaders.
- Ongoing assessment of progress made by intervention groups, reported to Trustees annually.
- Feedback from all staff through emails and requests for information.
- Student interviews and parent comment when reviewing Statements and EHCPs.
- Student progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with Heads of Years.
- Via Annual Reviews of EHC plans.
- Through discussion with parents of students at parents evenings or through individual meetings.

It is the responsibility of Trustees to evaluate the effectiveness of SEN provision within the school. The trustees have agreed that there should be in place an annual meeting of the committee during which the following evidence will be presented to the Trustees by the LSCO and /or the SEN Trustee (Marion Ravenhill)

- Current staffing of the Department.
- Details of current funding.
- Breakdown of SEN students on the SEND register.
- Relevant Raise on Line Information.
- Rates of progress for Intervention Programmes.
- Learning Support Self Evaluation.
- Learning Support Improvement plan.

- Learning Support Case Studies.
- Learning Support Assistants Roles and responsibilities.
- LSA observation examples.
- Example of Individual Education Plan format.

## **5. Complaints Procedure**

Parents are encouraged to contact the school about any matter and to make an appointment to speak to staff at any time they feel appropriate.

If parents have a complaint about their child's education they should contact their child's Year team in the first instance. If the matter is unresolved then it should be pursued through the school's Complaint's Procedures, available on the school website.



## Appendix 1

### Job Description: Learning Support Co-ordinator

Responsible to: Assistant Head

Key Responsibilities:

- To liaise with the appropriate Assistant Head on a regular basis as required.
- To contribute to the formulation and implementation of whole school policies, where requested to do so.
- To contribute to meetings of the Trustees as requested and especially in relation to the Annual SEND Report to Trustees.
- To lead the work of the school in Special Needs within the context of whole school Policies.
- To maintain an overview of and develop strategies to effectively assess students and students with SEND.
- To lead in the developing and quality assuring of the Curriculum as it is delivered through the Learning Support department.
- To lead in maintaining sound order and discipline in the Learning Support department.
- To lead the work of the Learning Support Team acting as Line Manager for all members of the team.
- To act as principle liaison officer with external agencies, as these relate to SEND.
- To lead in the formulation of the School Improvement Plan as it relates to SEND.
- To play a leading role in implementing Performance Management as a Team Leader.
- To play a leading role in developing and ensuring publication of the School SEND information report on the school website.
- To regularly update the School Learning Support policy.
- To play a leading role in developing the school Accessibility Action Plan.
- To lead in the production of the Whole School SEF, as this relates to SEND.
- To lead in the liaison with partner primary schools in SEND terms and oversee transition for year 6 students with SEND.
- To support pastoral and behaviour support meetings as requested
- To analyse and develop the use of Data in relation to SEND.
- To ensure the completion according to statutory guidance of IEPs, statement and EHC plan returns and other similar SEND information requirements.
- To lead in conducting the High Tariff funding audit.
- To develop and sustain effective links with all departments and each Head of Year across School.
- To oversee the work of examination support, as this affects students and students with SEND in liaison with Heads of Department and the Examinations Officer.
- To contribute to staff meetings and staff development as required by the Headmaster.
- To ensure the effective dissemination of information amongst appropriate staff.
- To regularly evaluate impact and effectiveness of interventions for students with SEND.
- To maintain and analyse the SEND register.
- To make appropriate referrals to external agencies and the Local Authority.
- To oversee the records of students with SEND.
- To contribute to the in-service training of staff.
- To monitor and implement school's system.
- To sensitively liaise with parents and carers of students with SEND.
- Other relevant duties as may be required by the Headmaster.

- **Job Description: Learning Support Assistant**
- Key Responsibilities:
- To work with students with Special Educational Needs and Disabilities to enhance specific skills as directed by LSCO.
- To work with students with SEND in the classroom as directed by the class teacher/LSCO.
- To keep records of work done with students and progress made.
- To plan, prepare, deliver and monitor a range of intervention programmes.
- To liaise with LSCO and Assistant Head (Curriculum) with regard to efficient provision of support in the classroom.
- To provide information that contributes to review of EHCPs
- To provide full support, to identified students in order that those students can be successful members of Benjamin Britten School.
- To mentor individual students and keep records of intervention.
- To carry out admin duties in line with their area of need team.
- To carry out duties in their area of need team.



## Appendix 2

<b>Summary of Learning Support provision</b> This is a generic overview of support available, each pupil's intervention (if needed) is considered with regard to their need and completed with a timely manner.				
Area of need	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Teaching assistants	Nicky Gilbody Shirley Whitlow	Katie Robinson Lauren Gray	Lauren Hardcastle Jo Baker	Martha Canham
Tests available	<ul style="list-style-type: none"> <li>• NGRT (Reading)</li> <li>• NGST (Spelling)</li> <li>• PASS (Attitudes)</li> <li>• CATs (Underlying ability)</li> <li>• Dyslexia screener</li> <li>• Dyscalculia screener</li> </ul>	<ul style="list-style-type: none"> <li>• BPVS3 (Receptive language)</li> <li>• TALC2 (Understanding language)</li> <li>• Language Link (Identifying students with language and communication needs)</li> <li>• Rosenberg self-esteem scale</li> <li>• Social skills evaluation.</li> <li>• Assessing the need for fidget aids.</li> </ul>	<ul style="list-style-type: none"> <li>• Linked to interventions</li> <li>• Emotional Literacy checklist</li> <li>• Rosenberg self-esteem scale</li> <li>• Pupil Attitudes to School and Self.</li> <li>• SEMH Behaviour tool</li> <li>• SEMH sensory suggester</li> </ul>	<ul style="list-style-type: none"> <li>• Information gathered and acted upon from medical professionals.</li> </ul>

Interventions available	<ul style="list-style-type: none"> <li>• Spelling Made Easy</li> <li>• Nessy Reading and Spelling</li> <li>• 10-Minute Sentence Adventure</li> <li>• Reading Comprehension</li> <li>• Phoneme/High frequency word work</li> <li>• Catch Up Literacy</li> <li>• British Dyslexia Association Accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>• Language for behaviour and emotions.</li> <li>• Elklan speech and language support for 11-16s</li> <li>• Draw on your emotions - Recommended by SES</li> <li>• Individual/group Lego therapy</li> <li>• Pastoral mentoring.</li> <li>• Creating accessible, bespoke resources so that the students can access the support they need via intervention</li> <li>• The zones of regulation- Recommended by SES.</li> </ul>	<ul style="list-style-type: none"> <li>• Talkabout for Teenagers</li> <li>• Pastoral mentoring</li> <li>• CBT art activity book</li> <li>• Draw on your emotions</li> <li>• Recommended by SES</li> <li>• ELSA- recommended by SES</li> <li>• The zones of regulation- Recommended by SES.</li> <li>• The Awesome Autistic go to guide for teens</li> <li>• The gremlin book series</li> <li>• Helping teens learn self-regulation</li> <li>• Circle of friends</li> </ul>	<ul style="list-style-type: none"> <li>• Support for Reader pens</li> <li>• Support for laptops</li> <li>• Support for Immersive reader and dictate functions.</li> <li>• Support for physical difficulties where appropriate.</li> </ul>
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