



Bringing out the Best in Everyone™



Buckinghamshire Council / Pebble Brook School

SEN Policy and Information Report

Signed _____ dated _____

Chair of Governors

Date Approved /Ratified	
Date of next review	

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1. Aims

Our SEN policy and information report aims to:

SEN Policy

Pebble Brook School is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum which:

(a) meets statutory requirements;

(b) reflects the cultural diversity of society;

(c) meets the needs of all pupils;

(d) develops skills for independence and a pathway for an active role in society

- maintaining close contact with the home, making parents welcome in the school and enabling them to play a full part in the education of their children.

Aims of the SEN policy

- that practice reflects our school mission statements;
- that pupils receive the provision set out in their Statement of Educational Need and their Education Health and Care Plan;
- to identify the changing needs of pupils;
- to respond to these changing needs so that pupils can further develop their potential as individuals.

Objectives

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils needs;
- providing staff with regular professional development opportunities to expand their SEN Pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically;
- acting promptly on decisions made.

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. Roles and responsibilities

3.1 The SENCO

Pebble Brook School considers all SLT and teaching staff to be SENCOs of the school. Their responsibilities include the following:

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.
- › 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 a personalized step-by-step approach to SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively (Headteacher)
- › 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 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

3.2 The SEN governor

The SEN governor will:

- › Help to raise awareness of individualised issues at governing board meetings
- › Monitor the quality and effectiveness of personalised provision within the school and update the governing board on this
- › Work with the headteacher and SENCOs to determine the strategic development of the whole school

3.3 The headteacher

The headteacher will have overall responsibility for the whole school.

3.4 Class teachers

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
- › Review each pupil's progress and development and decide on any changes to provision

- › Ensuring they follow this SEN policy

4. SEN information report

4.1 The kinds of SEN that are provided for

See Entry Criteria on website.

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

4.2 Involving pupils and parents

Close consultation with families is crucial in maximising progress and development for each pupil.

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

4.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work 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 or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant
- › Agree objectives on EHCP

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.

4.4 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.

Transition will be agreed between new placement, pupil and family and Pebble Brook School. An agreed programme of transition will be implemented at the appropriate time.

4.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- › Specialist teachers and trained TAs
- › Small classes
- › SALT
- › OT
- › Behaviour Therapy
- › Personalised approach
- › Clear record keeping including long-term directional aims
- › Specialist intervention teach for identified pupils

4.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

4.7 Additional support for learning

We have the appropriate number of teaching assistants who are trained to allow one-to-one where necessary and one teaching assistant in every single lesson.

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

- › CAMHS
- › Local Healthcare Trusts
- › Social Care
- › Barnardos Buddies
- › Private Counselling

4.8 Expertise and training of staff

The training of our staff varies significantly across the whole cohort.

We carry out statutory training in child protection, safeguarding, health and safety and physical intervention (where necessary).

Additional training in the last 12 months has included ADPR, online recording system, behavior support, epilepsy, Covid risk assessment.

4.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 4 weeks
- Using pupil questionnaires
- Monitoring by the SLT
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Earwig (online recording) system

4.10 Support for improving emotional and social development

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

- GLGP (Great Learners Great People) - a co-ordinated approach to the personal and social development of individual pupils that acts as a core element of development in our school. GLGP includes careers and employability, social development, emotional development, expressive and receptive language, independence skills and understanding of other.

We have a zero tolerance approach to bullying.

4.11 Annual Reviews

A date is set at the beginning of the school year for the Annual Reviews to be held. The LA is informed of this Annual Review Schedule with an open invitation to attend all review meetings.

The reviews are held as follows:

Year 10, 11, 12, 14

Spring Term

Year 7, 8, 9, 13

Summer Term

Informing parents and other professionals

Three weeks before the set date for the annual review a letter is sent out to invite parents and any professionals involved with the pupil to the meeting. Follow up phone calls are made where appropriate.

Gathering information

The following information is collated for the review:

- the latest end of year school report;
- the latest individual learning plan or learning journey that details intervention support and pupil progress;
- recent Assessment Summary;
- record of attendance;
- speech and language assessment if the pupil has complex language difficulties;
- speech and language report if the pupil receives SLT;
- EP report if needed;
- physiotherapy report if needed;
- occupational therapy if needed;
- psychotherapy/ drama therapy report if needed;
- medical reports;
- other relevant reports or information.

Attendance at the review

Parents, carers and all professionals who are currently involved with the pupil receive an invitation to attend the review. If professionals cannot attend they will be asked to submit the written report in advance of the review. Professionals involved may include:

- counsellor
- physiotherapist
- occupational therapist
- speech and language therapist
- social worker
- children with disabilities worker
- psychiatrist
- educational psychologist
- health visitor or other health practitioner
- Connexions adviser (at years 9, 10 & 11 reviews)

If the parents cannot attend the review on the date or time offered, every attempt will be made to agree a mutually convenient time and date. If parents are unable to attend, then issues that need to be raised will be discussed on the telephone. Every effort will be made to enable parents to attend the annual review.

The Role of the Educational Psychologist

The EP is not involved in reviews at Pebble Brook but may be involved in an assessment of a pupil if there is a specific need or request.

Co-ordination of the reviews

- the Headteacher co-ordinates the review process, with the support of the school Admin team. He, or a senior practitioner with direct oversight for the child, will chair the meeting;
- at the end of a set of reviews the papers are duplicated and sent to the LA;
- the decision to amend the Statement/EHCP or funding banding allocation is made by the LA although the school will make recommendations based on the evidence gathered in school;
- when the LA has received the review papers and no changes are needed, the LA then informs the school in writing and the pupil review papers are placed in the pupil file;
- when changes are made to the Statement/EHCP, the LA informs the school in writing and the amended Statement/EHCP then follows; this is then placed in the pupil file. Files are kept until the pupil reaches the age of 25.

Partnership with outside agencies

- The co-ordination of work with agencies takes place through the Family Services department, the Behaviour Support department and School Leadership. All case notes and discussions are minuted and placed on file and actions are recorded;
- Identification and assessment of pupils' needs;
- the Headteacher and School Leadership will liaise with Bucks SEN to facilitate this input;
- weekly staff meetings review 'pupil issues' and behaviour plans for relevant pupils; pupils who are identified as needing specialist provision will be referred to the relevant agency by the Headteacher;
- A transparent referral system will ensure that staff and home concerns are analysed by relevant specialists and if they meet established thresholds, will result in additional support and monitoring and intervention when needed.

4.12 Complaints about SEN provision

See school Complaints Procedure.

4.13 Contact details for raising concerns

David Miller, Headteacher.

4.14 The local authority local offer

Our contribution to the local offer is: <https://directory.familyinfo.buckinghamshire.gov.uk/service/2385>

Our local authority's local offer is published here: <https://familyinfo.buckinghamshire.gov.uk/send>

5. Monitoring arrangements

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

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on

- › Accessibility plan
- › Positive Approaches to Behaviour
- › Curriculum Policy
- › Teaching and Learning Assessment
- › Equality information and objectives