



BROADWATER SCHOOL

**SEND Policy and
SEND Information Report
2020-2021**

Review date: November 2020

Next review: November 2021

Broadwater School

SEND Policy and SEND Information Report

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This report describes Broadwater'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.

Approval and review:

This report is the responsibility of: Jason Illingworth

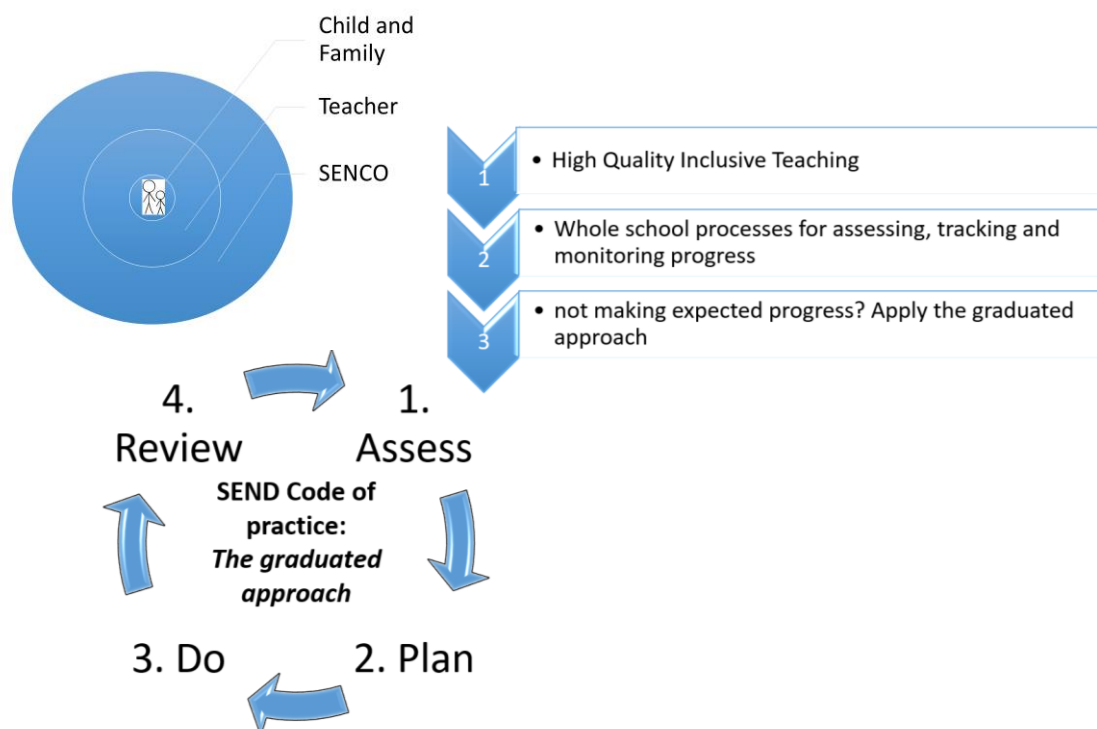
This report was approved by the Local Governing Body on: 26th
November 2020

Part One: Model SEN Policy

Part Two: Model SEN Information Report

Part One: SEND Policy

1. At Broadwater 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 Broadwater School we:

- Record accurately and keep up to date the provision made for students with SEND
- Publish information on their websites about the implementation of their policy for students with SEND (the school SEND 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 and disabilities co-ordinator (SENDCO) 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 and disabilities (SEND)

- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Definitions

A student has SEND 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 coordinator (SENCO) 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

SENDCO:

Jason Illingworth.

Email: J.Illingworth@broadwater.surrey.sch.uk; Telephone 01483 520637

Headteacher:

Lizzi Matthews.

Email: L.Matthews@broadwater.surrey.sch.uk, Telephone 01483 520620

SEN link governor:

Simon Allen.

Email: spmallen@greenshawlearningtrust.co.uk, Telephone 01483 291743

Head of SEN/Safeguarding Greenshaw Learning Trust:

Sarah Vardy.

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

The SENDCO

The SENDCO will:

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

The headteacher

The headteacher will:

- Work with the SENDCO to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SEND link governor

- The local governing body will appoint a SEND link governor to have oversight of the school's arrangements for SEND and provide a link between the school and SENDCo 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 SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Contacts

The information and web links below can be found on Surrey's Local Offer website (www.surreylocaloffer.org.uk)

Courses and Training for Parents/Carers

WEBLINK: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=deRPHK6N6w8>

Family Voice Surrey (advocate for services on behalf of families with children with SEND)

WEBLINK: <https://www.familyvoicesurrey.org/>

Help for Support with Behaviour and Emotional Wellbeing

WEBLINK: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=KhuC5RtIrlc>

Contact details of support services for parents of students with SEND

South-West SEND Team

(Guildford, Waverley)

Tel: 01483 517890

Email: swsen@surreycc.gov.uk

Address: Quadrant Court, 35 Guildford Road, Woking GU22 7QQ

Contact details for raising concerns

Complaints about SEN provision in Broadwater school should be made to the SENCO in the first instance, and may be referred to the school's complaints procedure. (see contact details above)

Part Two: SEN Information Report 2020 – 2021

1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

2. Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry (normally at the start of Y7), 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 SEND.

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. Where relevant, we will complete further information gathering and/or undertake further assessments. In some case we may commission an external agency (e.g. Educational Psychologist/Speech and Language Therapist/Specialist Teachers for Inclusive Practice) to complete an assessment and/or observation.

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 subject teachers and all other relevant adults will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's and other relevant adult's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers

- 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 in line with GDPR.

For Y11 students, there is support from careers advisors and SEND staff to ensure that a range of appropriate settings and courses is identified. Where necessary additional meetings and visits can be set up prior to the student leaving Broadwater.

For other students moving schools at other times, close support for the student and their family is provided to ensure the transition is as smooth as possible including additional meetings and visits as necessary.

Y6 students with SEND are invited to spend an additional morning in school during the Summer Term to meet staff and complete transition activities that support their SEND (e.g. taking photos of the school, having a tour of the site).

NB: Tour/visits etc. are subject to regulations regarding Covid at present.

6. Our approach to teaching students with SEN

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. Examples of what this looks like include:

- Reducing the amount and/or complexity of information or instructions given at one time
- Regular 'checking in' with a student to ensure that they understand what to do now and/or next
- Reducing demands for those with weaker literacy skills (e.g. not copying as much work, writing frames, sentences starters, adults reading to enable the student to focus on comprehension of a text)
- Allowance of additional time for students with slow processing skills
- Use of lesson and/or task planners to enable students to see what they need to do now and next
- Use of visuals to support learning including pictures and diagrams

Support in lessons is also provided by a team of Teaching Assistants who will work closely with the teacher to provide the optimum level of support for students with SEND.

We will also provide the following interventions for students identified as needing **additional** support either because of provision set out in their EHCP or due to SEND identified following information received and/or outcomes of assessments:

- 1:1 and small group literacy support (including Direct Instruction interventions for reading)
- 1:1 support from a qualified SpLD (Dyslexia) teacher
- 1:1 numeracy support
- 1:1 and paired support for speech and language difficulties
- Individual, paired and small group support for social skills (incl. social communication and interaction)
- 1:1 Emotional literacy support (ELSA)
- Behavioural support.
- More bespoke interventions linked to provision outlined in a student's EHCP
- Student Support Base: quiet and supportive learning environment for students with social, emotional and mental health difficulties.
- *Year 7 only*: Personal Best group for some students who require a higher level of transitional support
- *COIN students only*: Curriculum Support lessons including pre-teaching of vocabulary and support with aspects of communication and interaction in a small group.

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, visual timetables, larger font, etc.
- Differentiating our teaching (see above for examples)
- School buildings are fully wheelchair accessible, there is a lift to the first and second floor whilst a combination of ramps and stair lifts are also used to support independent physical movement around the ground floor of the school.
- There are disabled changing and toilet facilities on the ground floor.
- There are currently 6 'Soundfield' hearing systems in the school; providing support in Maths, English, Science and Modern Foreign Languages.
- The school also uses an upgraded auditory system in the main school hall.

8. Additional support for learning

Please see Section 6 above for details of current interventions at Broadwater.

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

- Educational psychology service
- Speech and language therapy service
- Advice from ASD Outreach teacher- The Abbey School
- School

- Specialist Teachers for Inclusive Practice (STIPS) team
- Physical and Sensory support (Surrey County Council)
- Occupational therapy

9. Expertise and training of staff

Our SENCO has 14 years' experience in this role and has worked as a Deputy Head in a special school as well as SENCO in another mainstream secondary school. He has an MA in Education and has the Certificate of Psychometric Testing, Assessment and Access Arrangements.

Our Head of COIN Centre has been in post since the centre was set up over 20 years ago. She has a Masters in 'Speech and Language Difficulties', Post-Graduate certificate in 'Dyslexia & Literacy Difficulties' and Post-Graduate Certificate in Dyscalculia.

We have a team of 9 teaching assistants and 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained to support with raising self-esteem, Emotion Coaching and 'Task Analysis' and a most completed a Level 3 Mental Health course (online).

NB: Training opportunities were limited in 2019-20 due to lockdown.

10. Communication and Interaction (COIN) Centre

Broadwater School hosts a specialist Communication and Interaction (COIN) centre attached to the mainstream school. Access to this provision is via Year 5 EHCP review application to a specialist panel that meets in November and not by the usual Broadwater School application process. To be able to attend the COIN centre, students have to fulfil specific eligibility criteria and their primary need, as named on their statement, must be Communication and Interaction.

If you have any queries regarding the COIN Centre please contact the Head of COIN, Mrs. Claire Link on 01483 239223 or email C.Link@Broadwater.surrey.sch.uk

11. Securing equipment and facilities

We secure relevant equipment for students (including auxiliary aids) by using the relevant budget (e.g. SEND or COIN allocations) to purchase it through obtaining best value for money.

Where possible, we will identify and apply for additional funding available through grants and outside funding (e.g. SaFE funding and Surrey SEN Graduated Approach Funding)

12. 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 6-8 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

13. 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) although these are currently not available due to the Covid pandemic. In previous years this has included the annual ski trip and the COIN Centre residential to Sayers Croft.

All students are encouraged to take part in sports day/school productions/special workshops/school trips/Activities Week.

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

14. Support for improving emotional and social development

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

- Provision including in-class support, interventions such as ELSA support and the Student Support Base
- Students with SEN are also encouraged to take part in after school activities and clubs
- We have a zero tolerance approach to bullying.

15. Working with other agencies

We work with a range of other agencies in addition to those listed in Section 8 (above). These include:

- Surrey County Council Children's Services
- South West Surrey Family Support Programme
- Elysian Farm (Therapeutic Educational Setting)
- Surrey County Council Access To Education (A2E) service
- Child and Adolescent Mental Health Service (CAMHS)
- Wey Valley College, STAR programme and Skillways (Alternative education providers)

16. Complaints about SEN provision

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