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1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report are 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, sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, set out schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil 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:

- 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 an 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Lana Philipson

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 provisions made to support individual pupils with SEN, including those who have EHC plans
- 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 the deployment of the school's budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 concerning reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor. (Paul Keenleyside)

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher & SENCo (Lana Philippson)

The headteacher will:

- Work with the SEN governor 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

4.4 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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to the provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or bespoke provisions 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 and multiple learning difficulties
- Comorbid diagnosis (or evidence to support the existence of comorbid complexities) that contributes to learning needs

All students at The Write Time will either arrive with an EHCP.

5.2 Identifying pupils with SEN and assessing their needs

TWT is a SEND-specialist school with particular expertise in working with students who have ASD, ADHD, Dyslexia, Dyscalculia, Asperger's, Global Developmental Delay and PTSD

We will assess each pupil'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 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.

When deciding whether a different/tailored educational approach is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and 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.

5.3 Consulting and involving pupils and parents

Our Approach

We will have an early discussion with the pupil and their parents about the identified special needs of the child. 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

We will formally notify parents if it is decided that a pupil will receive additional SEN support.

5.4 Assessing and reviewing pupils' progress toward outcomes

We will follow the graduated approach and the four-part cycle of **assessing, planning, doing, and reviewing**.

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 experiences of parents
- The pupil's 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.

5.5 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 on which information will be shared as part of this.

5.6 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 as teachers will use the information from the Cohort Breakdown for each student. With agreement from referral providers, we can also provide the following additional interventions, including but not limited to:

- Speech and Language Therapists (SALT)
- Educational Psychologist
- Art Therapy
- Music Therapy
- Occupational Therapy
- Link how we monitor and evaluate teaching about SEND in recognition of learner complexity

Teaching and external support will be monitored by SENCO/SLT to ensure student complexity is being supported and addressed sufficiently.

5.7 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 can access it, for example, by grouping, 1:1 work, teaching style, the content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual aids etc.
- Bespoke CPD is built upon and developed to ensure student-specific needs are addressed

5.8 Additional support for learning

We have teaching assistants/mentors who are trained to deliver support in class and interventions such as small group work and therapeutic sessions outside of the lesson.

Teaching assistants will support pupils on a 1:1 basis when this is recommended in their EHCP

Teaching assistants will also support pupils in small groups when required.

5.9 Evaluating the effectiveness of SEN provision

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 2 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans¹

5.10 Enabling pupils with SEN to engage in all activities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

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

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

5.11 Support for improving emotional and social development

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

- Pupils with SEN have a weekly meeting with their form tutor to raise any issues or report on changes/challenges.
- Pupils with SEN have target-setting meetings with their mentor every 2 weeks

¹ The statutory two weeks' notice will be given before an EHCP annual review. The head teacher reserves the right to chair this AR in the absence of LA or parent if an LA representative parent is unable to make the meeting. TWT will always do our utmost to hold meetings that include parents and LA representatives as we believe this is ideal however this is not always possible.

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of homework clubs to promote teamwork/build friendships etc.

We have a zero-tolerance approach to bullying.

5.12 Working with other agencies

We will work with a variety of external agencies where additional support is needed for the family or the child. Regularly work with, EHCP Co-Ordinator, Educational, Psychologists, Virtual schools, Local Authority SEN teams, YOS, Metropolitan Police, Mentoring services, and hold regular meetings with our therapy team.

5.13 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 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 claim alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

PLEASE CONTACT YOUR LOCAL AUTHORITY SEN SWITCHBOARD AS WE WORK WITH MULTIPLE LONDON BOROUGHES.

5.15 Contact details for raising concerns

Headteacher/SENCO and Deputy Designated Safeguarding lead: Lana Philipppson

lanaphilippson@thewritetime.org.uk

Designated Safeguarding Lead: *Emma Dear* –

emmadeare@thewritetime.org.uk

Deputy Designated Safeguarding Lead: Debbie Brindle-Carter

debbiebrindle-carter@thewritetime.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Elena Voltolina (School Office Lead) and Lana Philipppson (Headteacher) annually and approved by school governors. It will also be updated if any changes to the information are made during the year.