



Brighter Futures
Educational Trust

SPECIAL EDUCATION NEEDS POLICY AND SEN INFORMATION REPORT (SEND)

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1. AIMS AND OBJECTIVES

This SEND policy aims to ensure that Brighter Futures Educational Trust (bfet) fully meets its statutory responsibilities under the SEND Code of Practice (2015) and the Children and Families Act 2014.

We aim to:

- Ensure the early identification, assessment and provision for pupils with SEND
- Ensure all pupils receive high-quality teaching that is adapted to meet their needs
- Ensure all pupils with SEND achieve the best possible outcomes academically, socially and emotionally
- Ensure pupils and their families are fully involved in decision-making
- Prepare pupils effectively for adulthood and the next stage of education

As a specialist SEMH provision, all pupils within the Trust have Education, Health and Care Plans (EHCPs). Therefore, our focus is on continuously assessing, reviewing and adapting provision to meet changing needs, rather than identification alone.

2. VISION AND VALUES

As a specialist SEMH Primary and Secondary provision, all our students have EHC plans and identified needs across all areas of SEND. Across both of our schools we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We adopt a trauma-informed and therapeutic approach, recognising that behaviour is a form of communication and that pupils require consistent, relational support to succeed.

3. LEGISLATION AND GUIDANCE

This 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

- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Public Sector Equality Duty
- The Governance Handbook
- The School Admissions Code

4. INCLUSION AND EQUAL OPPORTUNITIES

At our schools we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We ensure that reasonable adjustments are made in line with the Equality Act 2010 and that SEND provision is closely aligned with the Trust's Equality Policy and Accessibility Plan.

We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. DEFINITIONS

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences • Autism Spectrum Condition <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. ROLES AND RESPONSIBILITIES

The SENCO/SEND Lead is appropriately qualified or working towards the National Award for SEN Coordination (NASENCO).

The SENCO will report regularly to senior leaders and trustees on the impact of SEND provision, including progress, attendance and behaviour outcomes.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the heads of schools and SEN trustee to determine the strategic development of the SEND 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 pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the heads of schools and trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the heads of schools, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the heads of schools, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the heads of schools and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The board of trustees

The board of trustees are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the

facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Brandles School - Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link trustee

The SEND trustee will:

- Help to raise awareness of SEND issues at trustee board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the trust board on this
- Work with the heads of schools and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The heads of schools

The heads of schools will:

- Work with the SENCO and SEND link trustee to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school trustee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - 6.1 Set clear outcomes and review progress towards them
 - 6.2 Discuss the activities and support that will help achieve the set outcomes
 - 6.3 Identify the responsibilities of the parent, the pupil and the school
 - 6.4 Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN INFORMATION REPORT

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

Parents can also access independent support through SENDIASS and the Local Authority Local Offer (link available on the school website).

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. OUR APPROACH TO SEND SUPPORT

8.1 Identifying pupils with SEND and assessing their needs

All our students have EHC Plans, and these are the key documents in monitoring and updating areas of SEN need for our students across the Trust. The Trust uses a structured Assess-Plan-Do-Review (APDR) cycle, supported by progression booklets, to ensure consistent monitoring and adaptation of provision.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SEN lead and SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

Parents/Carers are offered a robust SEN handover and EHCP review prior to admission. This is in addition to the annual review for their child once they have joined Larwood or Brandles School, and this will follow statutory guidance on the timeline and delivery of process.

Any new emerging SEN needs are identified by the class team and highlighted to the SEN lead or member of SLT and actioned appropriately. Alternatively, needs are identified through our intervention programs and internal monitoring procedures and escalated up through the tiered levels of support. All of this is discussed with parents/carers at all stages during the students time at both schools.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- 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 and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

School use progression booklets as the framework to assess plan review do.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our internal systems and is accessible to staff in their progression booklets and annual review pathways.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

As all pupils have EHCPs, the Trust focuses on ensuring provision is accurately matched and adjusted over time, rather than categorising pupils into SEN Support versus EHCP.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision by:

- Tracking pupil progress
- Monitoring attendance and behaviour
- Reviewing EHCP outcomes
- Gathering pupil and parent voice

This evaluation takes place at least termly and is reported to senior leaders and trustees to ensure accountability and continuous improvement.

9. EXPERTISE AND TRAINING TO STAFF

Training will regularly be provided to teaching and support staff. The heads of schools and the SEN Lead and SENCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional

development. This includes training in trauma-informed practice, SEMH support, and therapeutic approaches to behaviour.

10. LINKS WIT EXTERNAL PROFESSIONAL AGENCIES

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Mental Health support teams
- PALMS
- Therapeutic intervention from The Butterfly Room.
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. ADMISSION AND ACCESSIBILITY ARRANGEMENTS

Admissions are based on EHCP consultation and suitability of provision, in line with statutory guidance.

All our students have SEN needs identified in their EHC plans and will be offered an individualised approach to admission and transition processes, with all SEN needs considered before reasonable adjustments are tailored for in agreement with parent/carer.

12. COMPLAINTS ABOUT SEND PROVISION

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the heads of schools. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Heads of School in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

If unresolved, complaints will be managed in line with the Trust's formal complaints policy. Parents may also seek support from SENDIASS.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. MONITORING AND EVALUATION ARRANGEMENTS

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- Staff awareness
- Early identification
- Progress and outcomes
- Inclusion and wellbeing

13.2 Monitoring the policy

The policy will be reviewed annually by the SENCO and SLT and approved by the Trust Board. Regular reports on SEND provision will be presented to trustees.

It will be approved by the board of trustees.

14. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents

- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Child protection policy
- Complaints policy



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