



# **SEN Policy and Information Report Bloomfield School**

**Policy Reviewed:** January 2020

**Date of Next Review:** January 2021

## Contents

1. Aims.....	3
2. Legislation and guidance .....	3
3. Definitions .....	3
4. Roles and responsibilities .....	3
5. SEN information report.....	4
6. Monitoring arrangements .....	7
7. Links with other policies and documents .....	7

.....

## 1. Aims

Our SEN policy and information report 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

Bloomfield School is a specialist independent school for pupils who have Social, Emotional and Mental Health needs. A high percentage of our pupils also have additional diagnoses of ADHD, ASD, PTSD and Conduct Disorders.

Bloomfield School is able to offer a therapeutically informed education to children in Key stages 3 and 4.

Bloomfield School has a published admissions number of 45 and there is high staff:pupil ratio. Currently the vast majority of Bloomfield School's pupils have an EHCP.

## 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. 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:

- 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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Lucinda Grant. You can contact her at [lucinda.grant@horizoncare.co.uk](mailto:lucinda.grant@horizoncare.co.uk)

The SENCO will:

- Work with the head teacher and the Managing Director of Education, Horizon Care and Education, 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, 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 graduated approach to providing SEN support
- Advise on the deployment of the school's delegated 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 head teacher and the Managing Director of Education, Horizon Care and 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

## **4.2 The head teacher**

The head teacher will:

- Work with the SENCO 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

## **4.3 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 provision
- Ensuring they follow this SEN policy

# **5. SEN information report**

## **5.1 The kinds of SEN that are provided for**

Bloomfield 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, processing difficulties,
- Moderate learning difficulties

## **5.2 Consulting and involving pupils and parents**

Currently the vast majority of our pupils have come to Bloomfield School with an EHCP. When a pupil has arrived without an EHCP the school has made a request for statutory assessment. If it is felt that further support is needed we will have an early discussion with the pupil, their parents/carers and any professionals involved when identifying whether they need further additional support. 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'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be added to the pupil's record and shared with the appropriate adults/agencies.

### **5.3 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the cycle of **intent, implementation, impact**.

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 experience of parents/carers
- The pupil'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 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.

### **5.4 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/carers and pupils which information will be shared as part of this.

When preparing pupils for transition Bloomfield School provides a high level of individual support e.g. accompanying pupils to College Open Days / interviews.

### **5.5 Our approach to teaching pupils with SEN**

Pupils at Bloomfield School work in small academic groups of no more than 5 with the subject teacher and at least one TA present.

Pupils receive daily mentoring sessions, either formally or in an informal setting which provides them with the opportunity to discuss any issues or concerns they may have.

Staff at Bloomfield School work hard in school to create an atmosphere that is supportive and non-confrontational in order to build positive relationships with our pupils, many of whom have had negative experiences of education before coming to our school.

The school timetable is highly individualized and flexible in order to work with our pupils' differing needs. All pupils are expected to attend their core subjects of English, Maths and Science. Bloomfield School also offers an alternative curriculum where pupils are able to engage with their learning through project based and practical learning and a wide variety of outbound activities.

Pupils are offered the opportunity to study at GCSE, Functional Skills and Entry Levels. Bloomfield School also offers NCFE vocational qualifications.

Where it is deemed necessary Bloomfield School will seek additional 1:1 and 2:1 support for pupils.

### **5.6 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.
- 

### **5.7 Expertise and training of staff**

Staff receive regular CPD in a number of SEN areas e.g. Positive Behaviour management, ASD, SLCN, the PACE approach to working with children who have experienced trauma. The school can access support from the clinical psychology team as part of the wider Horizon Care and Education company.

### **5.8 Securing equipment and facilities**

Bloomfield School utilises Pupil Premium Plus, where available, to secure equipment and facilities e.g. laptops with voice recognition software, Kindle readers, mechanics

### **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 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our activities and school visits are available to all our pupils.

All pupils are encouraged to take part in sports days /special workshops, etc. e.g. car mechanics, horse grooming, fishing

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**

Every aspect of Bloomfield School's practice is geared towards supporting our pupils to improve their emotional and social development.

- Daily mentoring (formally or informally)
- Strong emphasis on PSHCE in the curriculum
- All staff are trained to support pupils' behaviour

We have a zero-tolerance approach to bullying.

### **5.12 Working with other agencies**

Many of the pupils at Bloomfield School have a high level of involvement from external agencies e.g. social services, CAMHS, youth offending team. Bloomfield School is committed to working with these agencies to support the needs of our pupils.

### **5.13 Complaints about SEN provision**

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

#### **5.14 Contact details for raising concerns**

Laura Brennan – Head Teacher

Lucinda Grant - SENCO

Lucinda Grant – Deputy Head Teacher.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Laura Brennan, Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

## **7. Links with other policies and documents**

This policy links to our policies on:

Accessibility Plan

Behaviour Policy

Single Equality Policy