



SEN Policy and Information Report

Broughton Hall Catholic High School

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Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Definitions.....	3
4. Roles and responsibilities.....	4
5. SEN information report.....	6
6. Monitoring arrangements.....	14
7. Links with other policies and documents	14

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Our Vision

Founded by the Sisters of Mercy, Broughton Hall Catholic High School is committed to the Catholic Education of girls through the Gospel values which permeate the life of the school. We are an all girls Catholic Secondary School and with a pupil intake from age 11 to 18. We have a thriving Sixth Form Centre where we also admit boys and other students from across the city. Throughout the school Pastoral Care is strong and this is underpinned by a highly competent team of staff supporting students who have Special Educational Needs and Disabilities.

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 and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

General Aims

The school population of Broughton Hall reflects a diverse, vibrant and talented cross-section of students, and as in any school populations there are some students who are less able than others. As teachers, it is our responsibility to ensure that:

All children with special educational needs receive maximum opportunities to develop their full academic, social and personal potential by fostering a caring and supportive environment which utilises all available and appropriate facilities. The teaching methods and language used are appropriate. The concept levels in all areas of the curriculum are consistent with the students' stages of development. The learning experiences shown across the whole curriculum are accessible to all the children.

This whole school approach to Special Needs demands that every member of staff takes responsibility for every student that they teach in ensuring:

- High quality teaching that is differentiated and personalised to meet the needs of the majority of children and young people.
- That the aims of education for all children, including those with special educational needs are the same, i.e. all students must have equality of opportunity within the full range of the school's provision.
- That expectations of all students are high and targets must be aspirational, teachers regularly gather data about students in a variety of ways in order to make judgements on how best to meet the student's needs.

- Teachers plan lessons and activities with the Learning Support staff in order that all students may access the learning to the best of their ability.
- Parents are equal partners in the education process, and must be given every opportunity to become involved in selecting, from a range of provision, the option that best meets the need for their child.

In order to fulfil these requirements it is recognised that the following practices must be inherent to teaching approaches:

- There should be a caring and supportive environment, which utilises all available and appropriate facilities.
- That teaching methods and language levels used are appropriate.
- That concept levels in all areas of the curriculum are consistent with the student's stages of development.
- Independence, self-advocacy, respect for others and the development and maintenance of self-esteem are integral to entitlement.
- Thoughtful, negotiated, sympathetic assessment and testing should be used for the benefit of the student but ensuring rigour. Notable achievements can be made by all students, and that these should be recognised and recorded.

SEN Support in school

The school policy acknowledges that the needs of all students who may have SEN, either throughout, or at any time during their school careers must be addressed: and their right to a broad and balanced curriculum, including maximum possible access to the national curriculum.

The SEN support for students identified as requiring additional or special educational provision will operate in the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes using a 'graduated approach' and the Code of Practice 2014.

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 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.

At the heart of our school and in every class lies a cycle of planning, teaching and assessing. These general arrangements in school take account of the wide range of abilities, aptitudes and interests that our

students bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in doing so may have special educational needs.

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children in the same age.
- Have a disability, which either prevents or hinders them from making the use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Special educational provision means:

Education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

Code of practice: Principles

Section 19 of the Children and Families Act 2014 makes clear that schools, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

The views, wishes and feelings of the child or young person, and the child’s parents.

The importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

The need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- The participation of children, their parents and young people in decision making
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Clare Moore (calvertc@broughtonhall.com) and the Assistant SENCO is Mrs McLean (greenwoodm@broughtonhall.com)

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, 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 headteacher and governing board 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 SEN Governor

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

The headteacher will:

- Work with the SENCO and 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 provision
- Ensuring they follow this SEN policy

4.5 Learning Support Staff

It is the responsibility of Learning Support staff to ensure that the above stated aims are achieved by the following objectives:

- The development within the student of self-respect and the ability to contribute and relate to our changing society.
- To develop the student's self-confidence and self-reliance.
- To help the student to a degree of social competence.
- To encourage an acceptable code of behaviour.
- To encourage responsible attitudes towards society.
- To develop the student's ability to adapt past experiences to new situations.
- To develop the student's ability to make a reasoned decision.
- To encourage students to perceive situations from other people's points of view.
- The development within the student of all the necessary skills of communication and use of these skills in developing her powers of understanding.
- To teach literacy to a high standard to meet the demands of the society in which we live.
- To teach numeracy to a high standard, to meet the demands of the society in which we live.
- To help the student speak clearly and confidently in language appropriate to the situation.
- To teach the student social and communication skills in order that they might foster relationships successfully.
- To teach the student to read fluently with accuracy and understanding.

- To teach a legible style of handwriting.
- To teach spelling to a level commensurate with national expectations for their age.
- To teach punctuation to a commensurate with national expectations for their age.

Helping students to develop lively and enquiring minds

- To teach the student to think and plan in a logical manner.
- To teach the student to apply concept knowledge in a variety of situations.
- To promote awareness of the local and global environment.
- To develop the student's powers of observation.
- To develop the student's powers of discrimination.
- To teach the student to differentiate between fact and fiction.
- To promote the appreciation of spiritual needs.

5. SEN Information Report

5.1 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/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

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
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

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

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

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 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

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

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

The Progress Tutor will meet parents on Learning Review Day to discuss your child's needs, support and progress. This meeting is held during the Autumn Term and during the Spring or Summer term, subject teachers meet with parents at parents evening. A member of the SEN department is also available to discuss your daughter's needs and review your daughter's Learning Support Profile (LSP). Our Learning Support Profiles are updated on a termly basis and emailed to parents. Parents can ask for changes to be made to these profiles before they are distributed to teaching staff. Pupils are spoken to about their LSPs and asked what strategies they feel help them make the most progress in school.

What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance contact your child's Progress Manager or Student Support Manager who will in turn discuss the issues with subject teachers and report back to you; if you still have concerns you can contact the SENCO, Mrs Moore or Assistant SENCO Mrs McLean.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

Assess

- In identifying a child as needing SEN support the subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This will include academic progress measured in line with their peers compared to previous progress. Information from other subject teachers where appropriate, comparisons to national data and parental views.
- This assessment will be reviewed regularly ensuring that the nature of the provision is appropriate to match student expectations.
- Outside professionals will be contacted where they have already worked with the student to inform assessments. This is in agreement with parents.

Plan

- When support is put in place, parents will be contacted and a review date will be agreed.
- The review date will be in line with whole school learning review days, open evenings and reports. Interim reviews may be organised, if required, between the parent and the SENCO.
- All teaching staff will be made aware of individual student provision through the Additional Needs Plan compiled by the SENCO and regularly updated.
- Learning Support Profiles for individual students are on the school's SIMS system, where all staff can access strategies of support and expected learning outcomes.
- Parents must reinforce and contribute to progress at home.

Do

- The subject teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main subject teacher, they will still retain responsibility for the student. The SENCO will support the subject teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.
- The impact and quality of the support and interventions should be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The subject teacher, working with the SENCO, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. The school will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews will be provided by the SENCO on request.

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
- The pupil's own views
- Advice from external support services, if relevant

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 which information will be shared as part of this.

- We arrange several 'Taster Days' for all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we will facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting.
- We liaise closely with staff when receiving and transferring students to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
- A member of the Senior Leadership Team meets with parents of the new Year 7 cohort in order to discuss their daughter's needs
- There is a Yr 7 induction meeting for parents held in the summer term of Year 6, where parents can meet relevant staff and ask any questions they might have regarding their daughter's transition to secondary school
- Year 12 students participate in Higher education days, in which they are given support in writing UCAS applications and looking for apprenticeships
- Universities and Companies are invited in to discuss different pathways for students during assemblies and PSHE
- Year 11 students have Careers meetings to discuss their pathway post GCSE
- Year 9 students have a career day in which different universities and employers come into school and set up stalls to discuss careers with pupils, this event is also available for KS4 and KS5 pupils

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. The subject teacher can provide communication through Classcharts, homework is displayed here and parents can access the behavior log of pupils on a daily basis. If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

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

If your child is on the special needs register they will have a Learning Support Profile (LSP) which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy of the LSP.

The SENCO can offer advice and practical ways that you can help your child at home. Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.

If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

There is a homework club in school after school to support any pupils who have been unable to complete their home learning. There are many intervention groups in individual subjects at KS4 and KS5 for preparation for exams and coursework completion.

We will also provide the following interventions:

- Lexia
- Read write inc
- Symphony Maths
- Social skills
- Footsteps
- Art therapy

5.7 Adaptations to the curriculum and learning environment

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

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. as stated on pupil's Learning Support Profiles
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key
- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class of mixed ability students, but in most subjects the students are in sets according to ability.
- The students who have general learning difficulties will typically be placed in small sets to receive more attention from the subject teacher and the pace will be slower. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. vocabulary, reading instructions aloud, etc.

How do you measure my child's progress?

As a school we measure student's progress in learning against national age related expectations. The subject teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track student's progress from their admission through to Year 11, using a variety of different methods, including the new 1-9 scaling system of the National Curriculum levels and some standardised tests, as appropriate.

Students who are not making expected progress are identified through the subject teacher monitoring. If a student is experiencing significant learning difficulties the ASSESS, PLAN DO, REVIEW graduated approach will be adopted by the subject teacher. If after this process the student is not able to access the lesson and make progress, the SENCO will be invited to do a lesson observation and give advice. If after following all devices there are still difficulties, external professional help will be sought e.g., Educational Psychologist. A Learning Support Profile will be drawn up which will be monitored by the SEND Team and the subject teachers.

How does the school judge whether the support has had an impact?

By reviewing student's targets termly on Learning Support Plans and ensuring they are being met Parents are invited to be involved in the review of targets during Learning Review Day. Parents can also speak to subject teachers regarding progress during Parents' evenings. There will also be Verbal or written feedback from the teacher, parent and pupil. Students may be taken off the Additional Needs register when they have made sufficient progress, with consent from parents. Termly interviews with SEN students to discuss LSP and how they feel they are coping in all subject areas.

The SEND team will discuss the student's needs and what support would be appropriate. Different students will require different levels of support in order to help them make progress and achieve their potential.

How will my child be able to contribute their views?

We value and celebrate each student's views on all aspects of school life. This is usually carried out through the School Council. Students also have the opportunity to give feedback to their subject teachers on questionnaires to discuss which aspects of the lessons they have enjoyed the best, enabling them to have an option to choose some of their own learning. Students who have Learning Support Profiles (LSP) discuss their targets with their Teaching Assistant. If your daughter has a Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

5.8 Additional support for learning

We ensure that all students with special educational needs are provided for to the best of the school's ability with the funds available. We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

Our Special Educational Needs Coordinator oversees all support and progress of any child requiring additional help across the school. The subject teacher will oversee, plan and work with each child with special educational needs or disabilities in their subject to ensure that progress in every area is made.

The SEND team will use a provision map to set out the support your child is receiving and evaluate the success of any interventions. All SEND students are given a Learning Support Profile with specific targets and strategies for the subject teachers to follow to meet the student's needs in their own subject area.

There may be a teaching assistant working with your child either individually or as part of a group, if the subject teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts. Some of the teaching assistants in school specialise in a specific area, these staff may work with the subject teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves. Specialist staff include those who specifically support pupils with reading and writing difficulties (dyslexia and or dyspraxia and motor skill problems). We also have a lead teaching assistant for speech, language and communication. Some of our children with language difficulties use symbols, picture exchange communication (PECs), colourful semantics or iPads to help them communicate their needs.

5.9 Expertise and training of staff

The SEND team present updated information to all staff when appropriate, they also meet with all new members of teaching staff and student teachers. When available outside agencies are invited in to present and give guidance on different SEND needs.

All of our teaching assistants have had training in delivering reading, spelling, phonics and multi-sensory programmes. All of our teaching assistants have had training in delivering Lexia Reading and Symphony Maths programmes. We have a member of staff who has had training in delivering speech and language programmes planned by a speech and language therapist. A number of teachers and teaching assistants are trained to deliver social communications skills groups to students on the autistic spectrum and those suffering with anxiety and social difficulties. One of our most experienced teaching assistants is trained in peer coaching and trains the other teaching assistants. One teaching assistant is behaviour management trained. Many of our teaching assistants have Level 3 certificates in specific learning difficulties and are training to understand in more detail mental health issues and how to conduct counselling sessions. One of our teaching assistants is training for a Level 1 in British Sign Language.

5.10 Securing equipment and facilities

We ensure that all students with special educational needs are provided for to the best of the school's ability with the funds available. We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. The SENCO will discuss the students' needs and what support would be appropriate. Different students will require different levels of support in order to help them make progress and achieve their potential.

5.11 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
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Holding reviews for Top Up Funding applications

5.12 Enabling pupils 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 pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

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.

Who should I contact if I am considering whether my child should join the school?

- Contact Gina Smith PA to the Head Teacher, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the SENCO who will discuss how the school could meet your child's needs.
- Our school has undertaken a review of our SEND policies to meet the new SEND Code of practice effective from 1st September 2014. These are reviewed every twelve months.

How accessible is the school environment?

The ground floor of the main school building and all floors in the Learning Hubs are wheelchair accessible. There are 3 disabled toilets in the lower school hubs, and a further 4 across the rest of the school including 2 in the 6th Form block. The Dance Drama Studio and one classroom has 'Sound Field' systems to support hearing-impaired children. The school building is decorated and maintained to support children who are visually impaired.

There are lifts available in the main school, sixth form and technology block.

What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include students socially at break and lunch times.

The attendance of every student is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Head Teacher and Governing Body. There are rewards and certificates for 100% attendance which are given termly.

If a child is at risk of exclusion, the pastoral support team will meet with the student and parents to identify the specific issues and where necessary, put in place the relevant support.

After any serious behaviour incidents we will inform you about what has happened. We would then expect the student to reflect upon their behaviour with you; this helps to identify why the incident happened and what the student needs to do differently next time to change and improve their behaviour.

How does the school manage the administration of medicines?

We have a policy regarding the administration and management of medicines on the school site. Parents need to contact the Student Support Manager if medication is recommended by Health Professionals to be taken during the school day.

5.13 Support for improving emotional and social development

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.

The Progress Leaders and Student Support Managers have overall responsibility for the pastoral, medical and social care of every child in their Year group, therefore this should be your first point of contact. If further support is required the Progress Leader liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.

Children with eating difficulties are encouraged in school to try different types of food on offer across two canteens serving KS3 and KS4 and a canteen in the 6th Form Centre.

The school has a team of Student Support Managers, who work under the direction of the Assistant Head Teacher with children who need emotional support. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Social Skills to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The Head of Special Educational Needs and Disability (SENCO) has a PGCE in SEN, which is equivalent to the National SENCO award and also Level 7 PATOSS Assessing for Access Arrangements qualification.

The school also has a specialist speech and language teaching assistant NVQ Level 3 and collectively has a range of talents within the team of teaching assistants with continued professional development being at the heart of department.

We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Pediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including YPAS, and Social Workers.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Pastoral Team 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
- The first point of contact would be your child's Progress Tutor to share your concerns.
- Liverpool Parent Partnership is an organisation that provides independent advice and support for families – 0151 225 3535.

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

ASD specific queries:

The National Autistic Society provides a wide range of services to parents and carers of children with autism and can offer advice. There is also a link to the ASD page for the Liverpool Local Offer.

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=8VklJg0iBBA&familychannel=4-8>
www.nas.org.uk/ (National Autistic Society)

Dyslexia specific:

The British Dyslexia Association and Dyslexia Action are national charities and the UK's leading providers of services and support for people with dyslexia and literacy difficulties. They offer courses to parents and can provide advice, for a child with dyslexia.

<https://www.bdadyslexia.org.uk/advice/children>
www.dyslexiaaction.org.uk

Dyspraxia specific:

The Dyspraxia Foundation provides advice to parents of children with dyspraxia and information about local support groups. They also provide a helpline that includes advice to parents for a child with dyspraxia.

www.dyspraxiafoundation.org.uk

5.17 Contact details for raising concerns

YEAR 7

Learning Support Manager – Mrs C Dowling (dowlingc@broughtonhall.com)

Progress Manager – Ms M Strefford (streffordm@broughtonhall.com)

YEAR 8

Support Manager – Mrs S Tait (tait@s@broughtonhall.com)

Progress Manager – Ms E Fletcher (fletcher@broughtonhall.com)

YEAR 9

Support Manager – Mrs D Kevan (kevand@broughtonhall.com)

Progress Manager – Ms L Hewitt (hewittl@broughtonhall.com)

YEAR 10

Support Manager – Mrs A Rock (rocka@broughtonhall.com)

Progress Manager – Mrs W Kirkham (kirkhamw@broughtonhall.com)

YEAR 11

Support Manager – Ms S Reid (reids@broughtonhall.com)

Progress Manager – Miss J Webb (webbj@broughtonhall.com)

YEAR 12 & 13

Support Manager– Mrs D Robinson (robinsond2@broughtonhall.com)

Progress Manager Year 12 and 13 – Mrs K Hudson (hudsonk@broughtonhall.com)

Special Educational Needs Coordinator (SENCO) – Mrs C Moore (calvertc@broughtonhall.com)

Assistant Special Educational Needs Coordinator – Mrs McLean (greenwoodm@broughtonhall.com)

5.18 The local authority local offer

Our contribution to the local offer is:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=aAVjEGGeXhA&localofferchannel=8-5>

Our local authority's local offer is published here:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

6. Monitoring Arrangements

This policy and information report will be reviewed by the SENCO annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Access arrangements
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions