

# Special Education Needs (SEN) Report

Last Reviewed: January 2024

Next Review Date: January 2025

SENCO: Errol Brown

## **Welcome**

Welcome to our SEN information report which is part of the Nottinghamshire Local Offer for Learners with special needs. All schools and alternative providers are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream or alternative setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Communication and Interaction	<i>That is, children that find communicating and understanding language difficult. This may be due to a specific language difficulty or conditions such as autism, pragmatic difficulties, or sensory processing disorders.</i>
Cognition and Learning	<p><i>That is, children that have learning difficulties that mean they are not able to learn basic numeracy or literacy skills. A child or young person with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning.</i></p> <p><i>This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). Children with severe learning difficulties may also have difficulties in acquiring basic skills in any area and this may also impede their physical development.</i></p>
Social, Emotional and Mental Health Difficulties (SEMH)	<p><i>That is, children that have severe difficulties in managing their emotions or behaviour. They can include low mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse or eating disorders.</i></p> <p><i>That is, children that have severe difficulties in managing their emotions or behaviour. They can include low mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse or eating disorders.</i></p>
Sensory and Physical Needs	<i>That is, children with physical or sensory disabilities which affect their ability to access the environment or learning. This may include visual or hearing impairment, cerebral palsy or congenital conditions, injury, or disease.</i>

*\* The above definitions are termed 'broad' areas as some children may have difficulties in one of more areas or it may not be clear which area their difficulty falls under. However, most children's needs will come under one of the above.*

# Special Education Needs (SEN) Report

At TBAC, we embrace the fact that every child is different, and, therefore, the educational and wellbeing needs of every child is also different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or wellbeing, then please speak to either your child's teacher/tutor or the Senior Leadership team or Errol Brown (SENCO) to discuss your concerns.

## **Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

At various times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

*"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's tutor or the deputy head to discuss your concerns further.

## **How will early years setting / school / staff support my child/young person?**

The class teacher/tutor/deputy head and wider leadership team is responsible for:

# Special Education Needs (SEN) Report

- Checking on the progress of your child and identifying, planning, and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing individual Action Plan for Inclusion / SEN profiles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the centre's provision map.
- Ensuring that the centre's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The Acting SENCO in **our Centre** is: **Errol Brown supported by Lucy Wellings is responsible for:**

- Providing professional guidance to colleagues and working closely with staff, parents, and other agencies.
- Writing the SEN Information Report which MUST be published on the setting website and reviewed annually.
- Overseeing the day-to-day operation of the centre's SEN policy.
- Co-ordinating provision for children with SEN.
- Advising on a graduated approach to providing SEN Support in the centre.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively.
- Liaising with parents of pupils with SEN
- Liaising with other schools and relevant professional bodies.
- Managing the transition process.
- Ensuring that the centre keeps accurate records of pupils with SEN and that they are updated regularly.
- Liaising with the SENCOs at our commissioning schools and other providers to ensure that reasonable adjustments and access arrangements are in place.
- Organising staff training and appropriate opportunities for professional development

**The Head of Provision is Errol Brown who is responsible for...**

- The day-to-day management of all aspects of the Centre; this includes the support for children with SEN.

# Special Education Needs (SEN) Report

- The Head of Provision will give responsibility to the Acting SENCO and teachers/tutors but is still responsible for ensuring that the child's needs are met.
- Regularly reviewing the staffing structure, ensuring that appropriate provision and adult support is in place.

## **How will the curriculum be matched to my child's/young person's needs?**

If a child is identified as having an SEN need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual provider's Provision Map, which documents the support that is to be put into place.

**Quality First Teaching\*** and additional interventions are defined through our person-centred planning approach across the centre contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children and young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL of our children. This is a whole-school approach, and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

*\*What Is Quality First Teaching? Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.*

# Special Education Needs (SEN) Report

When providing support that is “additional to” or “different from” we engage in a four-stage process/cycle:



**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the teacher/tutor and assessments.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

**Do** – providing the support ☒ extra assistance for learning as set out in the plan.

**Review** – measuring the impact of support provided and consider whether changes to that support need to be made. All of those involved: learner, parents/carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

***Our Centre adheres to the following inclusive principles:***

Staff value pupils of different abilities and support inclusion. Within the Centre, staff and pupils will be constantly involved in the best ways to support all children’s needs. There is flexibility in approach to find the best provision for each child. Within each session, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

# Special Education Needs (SEN) Report

## **How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's teacher/tutor and Acting SENCO to review the short-term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers/tutors are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher/tutor.
- His/her progress will be reviewed formally and tracked with the Deputy Head Teacher and/or Acting SENCO every term in English and Maths. Through Parent Consultations and termly reports, Teachers/tutors make clear the attainment against age related expectation and the level of progress made.
- Where necessary, children will have an SEN Profile based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed, and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The deputy head of provision and/or Acting SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place.
- Regular book scrutiny and lesson observations will be carried out by the Deputy Head and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is good.

The Centre can deliver Parent workshops for the core areas of learning. These are in line with the Centre Improvement Priorities and/or parent voice.

## **What support will there be for my child's/young person's overall well-being?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All sessions follow an individualised, structured curriculum to support this development.

# Special Education Needs (SEN) Report

However, for those children who find aspects of this difficult we also offer:

- A mentor to every young person starting at TBAC.
- Provide a wellbeing space within the centre.
- Ensure that wellbeing is on every young person's timetable.
- Social awareness games and activities.
- Lunch time and additional break times to support.
- Lego and jigsaw therapy sessions.
- Fidget toys.
- A Buddy system.
- Individualised programmes of work including activities to complete at home.
- Access to external agencies and professionals and follow their advice.
- Trained tutors and mentors who can support children's mental health and well-being.

The centre benefits from a Behaviour Policy with clear rewards and sanctions and in each sessions the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and children at the centre of this and is accessible to parents and is available on the website. As part of the curriculum, the centre plans activities during Anti Bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying.

# Special Education Needs (SEN) Report

Any pupils with additional medical needs are well catered for at our Centre. All medical information is requested from parents prior to admission, and these are added to the centre medical needs folder. All medicines are kept in individual sealed containers in a locked safe that is only accessible to appropriate members of staff (who are first aid trained). We maintain a log of medications administered and is witnessed by an appropriate adult. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually.

There are various opportunities for pupils to have a voice on decision making in the centre. SLT carry out pupil voice questionnaires during the spring term. Prior to SEND review meetings, pupils can share their views.

## **What specialism services, experience, training, and support are available at or accessed by the setting / school/ college**

Once the Centre has identified the needs of SEND pupils, the Acting SENCO and Deputy Head of provision decide what resources/training and support is needed.

### ***School Provision:***

- Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teachers.
- ICT support in the form of reading, phonic and maths programmes.
- Teaching assistants offering social skills support including ELSA.
- Lunch time nurture groups to support children with social development.
- Speech and Language support
- All staff are trained on how to support pupils with autism.
- All staff are trained to support pupils with mental health and well-being concerns.

### ***Local Authority provision available:***

- Autism team outreach support
- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)



# Special Education Needs (SEN) Report

## ***Health Provision available:***

- Area nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- Counselling sessions

## **What training are the staff supporting children and young people with SEND had or are having?**

- Staff have attended ASD Awareness course.
- Staff have attended ADHD Awareness course.
- Some Staff have had access to SEND training – Level 1, 2, 3 & 4

## **How will my child/young person be included in activities outside the classroom- including school trips?**

At our Centre, we believe all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra- curricular activities.

## **How accessible is the setting / centre's environment?**

Within the centre environment:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- One toilet is designated to ensure accessibility for young people and visitors with a disability.

Our Accessibility Plan that describes the actions the centre has taken to increase access to the environment, the curriculum and printed information is available via the centre website.

# Special Education Needs (SEN) Report

## **How will the setting /centre prepare and support my child/ young person to join the setting /centre transfer to a new setting / school or the next stage of education and life?**

### New pupils to our Centre

TBAC SLT will meet with parents/carer prior to pupils starting at the centre there will also be the opportunity for a home- visit. Concerns about needs will be brought to the attention of this team. Where necessary the leadership team will arrange a further meeting with parents, previous setting, health visitors etc.

Class teachers/ of children/young people joining from other schools will receive information from the previous school (PSI); if required we will telephone previous school to discuss the individual child's needs.

### Preparing for next steps

Transition is a part of life for all of our children, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children and young people, but especially so for a child/young person with SEN. Consequently, we work closely with parents, children, and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school take place throughout the academic year. However, it mainly happens at the end of the year; arrangements for transition to mainstream or specialised school, for pupil with SEN will be planned according to individual needs.

## **Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?**

Support for pupils with special educational needs and disabilities through:

- Individual support from tutors.
- 1 to 1 support from tutors e.g. reading catch-up.
- Support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops.
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff.

# Special Education Needs (SEN) Report

## **How is the decision made about what type and how much support my child will receive?**

The Head of provision decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SLT on the basis of needs in the centre.

Where the needs of a pupil are more complex, funding is requested from the Local Authority or commissioning school where a child has significant and complex needs.

The Head of provision and the Deputy head discuss all the information they have about SEND in the Centre, including the children/young people getting extra support already, those needing extra support and those who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The Centre identifies the needs of SEN pupils on a provision map. This identifies all support given within the centre and is reviewed regularly and changes made as needed, so that the needs of children/young people are met, and resources are deployed as effectively as possible.

## **How are parents involved in the setting / school? How can I be involved?**

At our centre, we value the importance of building positive relationships with parents/carers and families within our Centre community. Where a child is identified as needing an Action Plan for a SEND profile, parents/carers are given the opportunity to be part of the assessment and review process.

## **How are parents involved in the setting / school? How can I be involved?**

TBAC has a complaints policy and procedure which can be found on our website: [www.tbac.co.uk](http://www.tbac.co.uk) We hope to resolve, any complaints you may have, which in the first instance should be directed to the Senior Administrator. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Head of Provision. Complaints that are still not resolved by then, will be sent to the Education Department at the Local Authority.

# Special Education Needs (SEN) Report

Please see the complement and complaints policy on the website.

*This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/Carers, pupils, directors, and staff.*

If you have any comments, please contact: [enquiries@t-bac.co.uk](mailto:enquiries@t-bac.co.uk)

## **Further Information**

For further information please refer to the Nottingham City SEN code of Practice

and information regarding SEN [https://nottinghamcity.gov.uk/information-for-](https://nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service/)

[residents/education-and-schools/special-educational-needs-service/](https://nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service/)

<https://blog.schoolsandacademiesshow.co.uk/send-code-of-practice>