



SEN Information Report & Policy

Written by: Finlay Douglas

Last review by: October 2024

Next review date: October 2025

Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	4
4.1 The SENCO (Headteacher)	4
4.2 The Governor Board & SEN Governor	4
4.3 The Headteacher	4
4.4 Class teachers	5
5. SEN information report	6
5.1 The kinds of SEN that are provided for	6
5.2 Identifying pupils needs, including EHCPs	6
5.3 Consulting and involving pupils and parents	6
5.4 Assessing and reviewing pupils' progress towards outcomes	6
5.5 Supporting pupils moving between phases and preparing for adulthood	7
5.6 Support to meet pupil needs	7
5.7 Complaints about SEN provision	8
5.8 The Local Authority's 'Local Offer'	8
6. Arrangements for disabled pupils	9
7. Monitoring arrangements	9
8. Links with other policies and documents	9

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for the pupils that attend White Spire School
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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. At White Spire School all children and young people attending the school have long term special educational needs and have an Education, Health and Care Plan.

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 the Headteacher; contact admin@whitespire.milton-keynes.sch.uk .
They will:

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high quality teaching
- Advise on the graduated approach to providing support
- Work with the 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
- Be the main point of contact for external agencies, especially the Local Authority and its support services, although day to day this may be delegated to senior members of staff.
- Support Department Leaders to liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

4.2 The Governor Board & SEN Governor

As our school is for pupils with SEND, all with an EHCP, all Governors 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

The SEN Governor will:

- 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 all learners

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including the review and implementation of each pupil's Education, Health & Care Plan, supported by the Leadership Team.
- 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
- Class teachers have the responsibility of making referrals
- Working with the Senior Team 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

All pupils at White Spire School have an Education, Health & Care Plan (EHCP).

The primary need for pupils attending the school is complex needs; Global Learning Delay with additional needs.

Note: *The school is not usually suitable for pupils where their primary need is SEMH or acute ASD.*

5.2 Identifying pupils needs, including EHCPs

Education Health & Care Plans (EHCPs)

Pupils' needs are articulated within their EHCP. The school reviews EHCPs over the course of the year, in line with the code of practice. Records are kept on Evidence for Learning of progress towards the short term outcomes, this is shared for the annual review meeting.

Progress checks are completed in the each term to identify any pupils that may need additional support to meet their targets.

Data on EHCP outcomes is collated and analysed by the Senior Team. This is then discussed by the Governing Board.

Provision Management

Within school where necessary we identify pupils for additional provision and intervention. Referrals are made through our internal system for all areas of need.

5.3 Consulting and involving pupils and parents

At White Spire School we place great emphasis on ensuring that families are involved and work collaboratively to best support their children. Parents' views are actively sought through the EHC plan annual review as well as the yearly survey.

5.4 Assessing and reviewing pupils' progress towards outcomes

The school constantly assesses our pupils' outcomes and formally assesses their EHCP outcomes. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

White Spire School works with our partners to ensure a smooth transition for our pupils into adulthood.

5.6 Support to meet pupil needs

We have a detailed provision map which shows a graduated approach to supporting our pupils www.whitespireschool.org.uk

Targeted Provision

The school splits pupils into 'Pathways' based on the best ways they can be supported and access learning. These pathways have differing levels of support with the class teams: The school has a high level of teaching assistants to support pupils learning depending on each child's pathway.

Specialist Provision

We have our own therapy team, with Speech and Language Therapists to assess and implement specialist provision. We also work with the following agencies to provide support for our pupils:

- CAMHs
- Education Psychologists
- Social Care

5.7 Complaints about SEN provision

Complaints about SEN provision refer to the complaints policy. This can be found on our school website: www.whitespireschool.org.uk

5.8 The Local Authority's 'Local Offer'

Our local authority's local offer is published here: [MK Website](#)

6. Arrangements for disabled pupils

- Primary is on one level. The outside area has raised areas accessible via a ramp. There are disabled toilets/wet rooms.
- Main building has two floors for which there is a lift. It has disabled toilets and a medical room.
- Enigma building has two floors for which there is a lift. It has disabled toilets.
- See the school's Equality & Diversity policy with regards to discrimination of people with disabilities.

7. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher every year in conjunction with Governors.

It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality & Diversity
- Supporting pupils with medical conditions