



INFINITI SCHOOL

# SEN Information and Report

Reviewed by Governing Body –September 2021  
Next Review Date – September 2022



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## Introduction

Infiniti School caters for boys and girls aged 11 to 19 with Education, Health and Care Plans identifying the following needs:

- Social, Emotional & Mental Health Needs (SEMH)
- Autistic Spectrum Disorder (ASD)
- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

## 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
- Identify how we ensure that all students can access the curriculum, achieve and progress

## 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

## **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.

## **Roles and responsibilities**

### **5.1 The SENCO**

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

### **5.2 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

### **5.3 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

#### **5.4 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

#### **SEN information report**

##### **6.1 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),
- Moderate learning difficulties

##### **6.2 Identifying pupils with SEN and assessing their needs**

All students referred to the school will have an EHC plan, and so some of their needs will be documented and will guide the way that staff work with the students. We will continue to assess each pupil's 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
- Widens the attainment gap

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

When deciding how special educational provision needs developing and adapting, 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.

##### **6.3 Consulting and involving pupils and parents**

We will have an initial and regular discussions with the pupil and their parents when identifying their 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

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

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

The assessment will be as per the school marking and assessment policy and 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.

#### **6.5 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.

Where possible, students will be supported to visit their new school, college or other setting, prior to their move. We will also support the student and parents in all areas of preparation, for example, travel training if needed or focusing in specific areas for development prior to leaving.

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

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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

We will also provide the following interventions:

- Small learning groups
- Behavioural Interventions
- Speech and Language
- Emotional Regulation
- Social Stories
- Dyslexia
- Drawing and Talking
- Lego Therapy
- PAT Dog

#### **6.7 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.

### **6.8 Additional support for learning**

Our teaching assistants are trained to deliver interventions such as drawing and talking therapy and lego therapy.

Teaching assistants will support pupils on a 1:1 basis or in small groups when interventions require.

We work with the following agencies to provide support for pupils with SEN:

- KSENT
- CooperDaly Solutions and Support
- IASK
- Speech and Language Therapists
- Educational Psychologists

### **6.9 Expertise and training of staff**

The chair of governors is a specialist in SEN, including being trained in TEACCH and SCERTs, our headteacher has an M.Ed in Multi-categorical Special Education.

We use specialist staff for PAT dog interventions, speech and language and educational psychology interventions.

### **6.10 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 a predetermined number of weeks
- 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

### **6.11 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to be part of the school council
- Pupils are also encouraged to be part of the range of clubs to promote teamwork/building friendships etc.
- Specific interventions are provided, such as emotional regulation and social stories.
- We aim to provide a calm emotional environment through staff modelling
- Specific parts of the curriculum, for example PSHE, will address social interaction and communication

- Identified keyworkers for all students
- Pastoral Support Manager available to all students

### **6.12 Working with other agencies**

Infiniti School works closely with any agencies involved with the students. Regular meetings are held with the local authority ensuring that we meet all statutory requirements as a minimum. Some other organisations we may work with are:

- Greenporch
- Youth Offending Teams
- Attendance and Advisory Service
- Kent Safeguarding Children – multi-agency partnership

### **6.13 Complaints about SEN provision**

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

### **6.14 Contact details of support services for parents of pupils with SEN**

- Information, Advice and Support Kent (IASK)  
<https://www.kent.gov.uk/education-and-children/special-educational-needs/assessments-and-statements-of-special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

### **6.15 Contact details for raising concerns**

If you have any concerns, you may contact any of the following:

Chair of Governors on [chair@infinitischool.co.uk](mailto:chair@infinitischool.co.uk)

Headteacher on [headteacher@infinitischool.co.uk](mailto:headteacher@infinitischool.co.uk)

SENCO on [senco@infinitischool.co.uk](mailto:senco@infinitischool.co.uk)

Or telephone the school and ask to speak to one of the above.

### **6.16 The local authority local offer**

Our local authority's local offer is published here: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

### **Monitoring arrangements**

This policy and information report will be reviewed by our SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

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

This policy links to our policies on:

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