



SEND REPORT

Date Approved by Governors	September 2017
Next Review Date	September 2019
On behalf of Governors signed	Signed Copies On File
Print name	
On behalf of Governors signed	
Print name	
Principal Signature	

All One In A Million Free School Policies have been devised to ensure that:

- Students from all backgrounds and all abilities and welcome
- Each student has the opportunity to flourish and achieve their potential
- We value the individuality of each student within the context of membership of our community
- We are committed to raising educational attainment and improving our students' life chances
- We provide an environment in which all students will be self aware, self disciplined and confident
- All students will understand how to make a positive contribution to our extended community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise



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The School Offer is the provision made for students who may require additional help or support to meet their needs or improve the quality of their 'school experience'.

One In A Million Free School is a fully inclusive school. Its philosophy, values and practice aims to ensure that all students achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

One In A Million recognises that children with special educational needs are those students, with or without an EHCP or Educational Statement, who have difficulties in accessing the school's curriculum. This will include young people with learning and cognitive difficulties, social, emotional and behaviour needs, plus learners who experience physical or sensory difficulties.

1) What types of SEN do we provide for?

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then the school provides the support as detailed in the plan.

In line with the 2015 SEND Code of Practice, One In A Million Free School offers a range of support to address four main areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

One In A Million implements a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN.

This is based on an Assess-Plan-Do-Review 3 Range structure.

2) How do we identify and assess students with SEN?

Information received from Year 6 feeder schools assists One In A Million in identifying SEND learners and planning appropriately for the transition of students from Year 6 into Year 7. Once any young person becomes a part of the One In A Million community, their performance and progress is regularly and carefully monitored. Any student whose progress gives cause for concern is quickly identified and any area of weakness or difficulty is targeted. Where progress continues to be less than expected, the Learning Coach, Head of Year and SENCO may determine that the learner may have SEND needs. Parent/Carers and students are fully involved in this process and external advice would be taken if appropriate.

Parent/Carers can often be a key part of the identification and assessment process through noticing changes at home; struggles with homework and exams, managing friendships, difficulties with organization or maintaining concentration. One In A Million



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seeks to work in partnership with all Parent/Carers to support any young people who experience any of these difficulties.

3) Who is our special education needs co-ordinator (SENCO)

At One In A Million Free School, the SENCO/Director of Inclusion and Welfare is Mr Paddy Gallagher, who assumes responsibility for coordinating support for all students with SEND. Mr Gallagher is responsible for not only developing and updating the school's SEND Policy, but also ensuring that its values and principles are practiced within the school.

4) What is our approach to teaching students with SEN?

One In A Million Free School takes a whole school inclusive approach towards students with SEND needs, recognising that the principles, values and aims of the school are the same for all students, regardless of their abilities. Special Educational Needs at One In A Million are defined in terms of:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

If concerns exist around any students' performance or progress in any or all of these critical areas, One In A Million, acting in partnership with Parent/Carers, the learner and external agencies, will respond to learner need by introducing the graded response/s as detailed below.

Range 1 and 2 Provision

Behaviour, Emotional and Social Development

Behaviour

- Adapted timetable
- 1:1 mentoring
- Partnership Meetings with Parent/Carers
- Welfare Worker assigned from Pastoral team

Emotional, Mental Wellbeing

- Access to school nurse
- Annual Safeguarding training for all staff
- In house counselling service from Pastoral team

Social Needs

- 1:1 Mentoring
- Access to appropriate Enrichment activities

Range 3 Provision



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All students in Range 3 will access the provision detailed in Range 1 and 2 with the following additional interventions and support.

Sensory and Physical Needs

- | | |
|--------------------|--|
| Hearing Impairment | <ul style="list-style-type: none">• Staff may be required to wear radio microphones/transmitter• Home to school folder to aid organisation skills• Support from Hearing Impaired team |
| Visual Impairment | <ul style="list-style-type: none">• Enlarged signposts• Additional support in lessons• Adaptive lesson start and finishing times• Visual timetable• Specialist equipment provided to adapt school resources• Access to Learning Support Assistant/s• Home/school message book to promote communication/organisation skills• Support from the Visually Impaired team |
| Physical | <ul style="list-style-type: none">• Additional support in a range of lessons• Home/school message books to promote communication/organisation skills• Adapted learning and social environment• Access to support from the Physical Difficulty team |
| Medical | <ul style="list-style-type: none">• Emergency procedures in place to support a student needs• A detailed medical plan• Advice from outside agencies where required• Access to Learning Support Assistant/s• Home/school message books to promote communication/organisation skills |

Communication and Interaction Needs

- | | |
|----------------------------|--|
| Autistic Spectrum Disorder | <ul style="list-style-type: none">• Specialised support from ASD team• Additional Year 6 transition• Training from professionals from both in and outside school |
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Speech, Language and Communication Needs

- Speech and Language referral
- Educational Physiologist advice given to school SENDCO

Cognition and Learning Needs

Moderate and Specific Learning Difficulties

- Access to small group teaching for core subjects
- Access to additional Learning Support Assistant/s
- Referral to Learning difficulties team at Education Bradford
- Support and advice from Learning Difficulties team

Behaviour, Emotional and Social Development

Behavioural Need

- Access to Learning Support Assistant/s
- Advice sought from the Behaviour Support Service
- Personalised timetable

Emotional, Mental Wellbeing

- Referrals through school nurse
- Educational Physiologist advice given to school SENDCO

Social Needs

- Additional support in lessons from Learning Support Assistant/s

5) How do we adapt the curriculum and learning environment?

One In A Million Free School is an inclusive setting which welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community. Curriculum access is facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies will give consideration to difficulties with transfer of skills; teaching approaches will account for difficulties in understanding the social rules of the classroom

Some learners may find that 1:1 teaching is an appropriate strategy to introduce new concepts and/or the reinforcement of classroom routines and expectations.

For students with SLCN there will be an individualised level/pace/amount of teacher talk, and for students with a physical impairment opportunities to participate in independence/life skills programmes will be offered



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The design and nature of the school building means that all floors can be accessed by lift and the layout of individual learning areas are readily modified to cater fully for the needs of every student. This may also involve some modification to specific areas within a learning environment to create a specific surrounding e.g. low stimulus/distraction-free.

6) How do we enable students with SEN to engage in activities with other students who do not have SEN?

One In A Million Free School is committed to ensuring that every student within the school community is provided with the opportunity to access all aspects of our curriculum, our Enrichment programme and all extra-curricular activities. The school's adherence to the 2010 Equality Act, in addition to the school's own Equalities Policy indicates its commitment to providing an inclusive and supportive learning environment.

7) How do we consult parent/carers of students with SEN and involve them in their child's education?

At all times One In A Million Free School seeks to foster and develop positive relationships between home and school for our students. Each student has a Learning Coach, with whom parents of SEND children can communicate, or where necessary, a particular Head of Year or the school SENCO, can be contacted to discuss all aspects of a student's performance, progress and well-being.

All information from external agencies is discussed with parent/carers either with the professional directly or where this is not possible, in a report. The SENCO will arrange to meet with parent/carers to discuss any new developments or the implications of any assessments suggested by external professionals, or indeed, to discuss any aspect of the child's educational experience.

8) How do we consult students with SEN and involve them in their education?

One In A Million Free School considers each student to be a unique and valued member of our community and as such presents each child with opportunities to express their views on all aspects of school life.

Each SEND student is central to the planning for, and the review and evaluation of the support they have received. The school seeks to ensure that each SEND learner is empowered to express their views and opinions via representation on The School Council, age appropriate conversations about targets and progress, participation in statutory meetings and reviews and the completion of learner surveys.



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9) How do we assess and review students' progress towards their outcomes?

The progress of all learners is continually monitored by teaching and support staff. Additionally, each term all students participate in the school's Assessment Cycle and the results from this indicate the nature and extent of the progress, which is being secured.

The progress of students with either a Statement or EHCP is formally reviewed at an Annual Review with all professional agencies involved with that child attending. In addition to this the SENCO/Director of Inclusion and Welfare assesses the progress any child is making in terms of social/behaviour/emotional/physical targets. Information relating to all aspects of student progress is shared with parent/carers via School Reports and at regular Parents Evenings throughout the school year.

10) How do we support students moving between different phases of education?

One In A Million Free School works closely with a large number of feeder primary schools across the city, to ensure that all relevant information relating to the levels, targets, and support requirements of each student is exchanged. The Transition Lead or SENCO then meets with feeder primary managers before the student starts at One In A Million. In addition to the annual 'Transition Day', supplementary visits and transition sessions may be agreed, to ensure a smooth and worry free transition for students in year 6. These may include extra visits to sample lunchtime activities and food options; being able to find ways around the building; meeting staff and building up confidence. To further facilitate a smooth entry into One In A Million, the Transition Lead also acts as the students' Head of Year when they start school.

During all transition times such as from primary to secondary, KS3 to KS4 and from KS4 to Post 16, additional support and guidance is directed towards those students with additional needs. Visits to schools and other education providers can take place prior to entry so that the provision for the student is in place at the start of their new learning episode. Parents and students are given the opportunity to talk about their hopes and aspirations for the future and guided pathways are suggested.

11) How do we support students preparing for adulthood?

One In A Million Free School recognizes that moving into adulthood can be difficult for some SEND students and as a school is committed to ensuring that such a transition is as smooth and effective as possible.

If the learner has a statement or EHCP and is in Year 11 and moving to employment or further education/training, One In A Million will provide extensive IAG and Careers



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support to all learners and work with the student and where appropriate, their parents, to ensure that informed and appropriate choices are made.

12) How do we support students with SEN to improve their emotional and social development?

One In A Million works with parent/carers and appropriate external agencies to meet the social, emotional and behaviour needs of all students. A robust pastoral structure identifies the emotional and social development of each student as priority. The school assists learners by assigning Well-Being Workers on a one to one basis in addition to working with Educational Psychologists and a range of external agencies (The School Nursing Team/CAMHS etc) to offer comprehensive packages of emotional and social support.

13) What support do SEND students receive during examinations and assessments?

In line with the school's Exams Policy, all Access Arrangements at One In A Million Free School are agreed before an assessment or examination. They allow candidates/ learners with special educational needs, disabilities or temporary injuries to:

- Access the assessment:
- Show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

Examples of reasonable adjustments include:

- A candidate with a Specific Learning Difficulty such as severe Dyslexic tendencies
- A candidate with Attention Deficit Disorder
- A candidate with Asperger's Syndrome which is confirmed by a letter from a consultant paediatrician
- A candidate with severe vision impairment
- A candidate who is profoundly deaf and uses British Sign Language as their normal way of working within the centre
- A candidate with profound Speech, Language and Communication Need

14) What expertise and training do our staff have to support students with SEN?

All staff involved in the delivery of support for students with SEND follow individualised and relevant continuing professional development. Such training may include training staff to support curriculum modifications and social interaction, social communication and social understanding.

Whole school training on SEND issues such as FASD, ASD etc is part of the school's CPD plan and is provided either by colleagues or where appropriate external agencies are invited into the school to share their knowledge and expertise.



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15) How will we secure specialist expertise to meet the needs of students with SEND and support their families?

If either learner performance, student satisfaction or rates of progress are considered to be unsatisfactory, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. Referral to specialist services will only be undertaken after parental permission has been obtained. If a referral is made to any external agency, the following will happen: family will be contacted; the external agency will visit the school; the external agency will observe the student in class; the external agency will speak to the student; The external agency will gather data on progress; the external agency will advise staff (class teacher/SENCO); a report will be circulated to the school and family.

16) How do we evaluate the effectiveness of our SEN provision?

The effectiveness of the One In A Million Free School SEND Provision is primarily evaluated by reference to the following:

- Improvement in academic achievement
- Increased attendance
- Improvement in behaviour
- Development of social skills
- Increased access to mainstream curriculum

17) How do we handle complaints from parents of children with SEND about provision made at the school?

Any concerns which parents have about their child's education should, in the first instance, be addressed to the appropriate Learning Coach or Head of Year at One In A Million. parent/carers of learners with SEND may also wish to contact the SENCO/Director of Inclusion and Welfare for further assistance. If concerns persist, Parent/Carers are able to speak with the School Principal or the Governor with responsibility for SEND, as well as accessing the school's Complaints Policy

18) Who can parents and young people contact if they have concerns?

The SENCO (Special Educational Needs Co-Ordinator) / Director of Inclusion and Welfare can be contacted by appointment at the main office and is responsible for:

- Coordinating all the support for students with Special Educational Needs and/ or disabilities
- Overseeing and reviewing the school's Special Educational Needs Policy to make sure that all students receive a consistent, high quality response to meeting their needs in school.



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- Ensuring that all members of staff working with each student are aware of individual needs and/ or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all members of staff working with each student are supported in delivering the planned work and/ or individual programmes. This may involve the use of additional adults, outside specialist professionals and specially planned learning tasks and resources.
- Ensuring that parent/carers are:
 - Involved in supporting learning
 - Kept informed about what support is in place
 - Involved in reviewing processes
 - Part of planning ahead
- Liaising with all the other people who may be coming into school to help support each students' learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's Inclusion Register (a system for ensuring all special educational and physical needs of the students in this school and known and understood).
- Monitoring each students' progress and needs by:
 - Ensuring that records are kept and reviewed
 - Ensuring that new targets are set when goals are met
 - Ensuring that adjustments are made when conditions develop/ new diagnosis' are made
- To provide specialist support and arrange training for teachers and support staff in the school so they can help all students with SEN and/ or disabilities in the school achieve their potential.

The School Principal can be contacted by appointment at the main office and is responsible for:

- The day to day management of all aspects of the school, this includes the support for the students with SEN and/ or disabilities.
- He will give responsibility to the school SENCO/Director of Inclusion & Welfare and class teachers, but is still responsible for ensuring that each students' needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to Special Needs

The SEND Governor can be contacted by appointment at the main office and is responsible for:

- Making sure that the school has an up to date Special Needs Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all students in the school.



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- Making sure that the necessary support is made for any student who attends the school who has SEN and or disabilities.

19) What support services are available to parents?

Information, Advice and Support Services for Parent/Carers of children and young people with special educational needs and disabilities (SEND) in the Bradford area - and for their children too, can be accessed at www.barnardos.org.uk/bradford-sendiass/information-advice-and-support.htm

Staff can help parents and children to work together with schools and the local authority so that they have a good understanding of what support is needed and to make sure that it is put in place.

20) Where can the LA's local offer be found? How have we contributed to it?

If you would like to receive a copy of the City-wide local offer, or for advice you can speak to a member of Bradford's Families Information Service on 01274 437503. Alternatively, Bradford's Local Offer can be accessed at the following pages; localoffer.bradford.gov.uk