



Cabot
Learning
Federation



Special Education Needs & Disability (SEND) Policy

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1 Introduction

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

It has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- * The Children and Families Act (2014): Section 69
- * The Special Educational Needs and Disability Regulations 2014
- * The 0-25 Special Educational Needs and Disability Code of Practice.
- * Ofsted Section 5 Inspection Framework April 2014
- * Ofsted SEND Review 2010 "A Statement is not enough"
- * Equality Act 2010

2 Aims and objectives of this policy

2.1 The **aims** of our SEND Policy and practice in this Academy are:

- To ensure that the Academy complies with all relevant statutory legislation and guidance (e.g. the Special Educational Needs and Disabilities (SEND) Code of Practice)
- To provide every child with access to a broad and balanced curriculum. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To secure high levels of achievement and other positive outcomes for all
- To meet individual needs through a wide range of inclusive provision
- To attain high levels of satisfaction and participation from students, parents and carers
- To carefully map provision for all SEND learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To promote independence, equality and consideration for others.
- To ensure a high level of staff expertise to meet students' needs, through well targeted continuing professional development.
- Support all students to excel by offering multiple pathways for progression.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote young people's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).
- To equip students with the skills and attributes necessary for adult life.

2.2 Objectives:

- **Identify the needs of students with SEN as early as possible.**

Staff will endeavour to gather information from parents, education, health and care services (including feeder schools or early years settings) prior to the child's entry into the Academy. Where needs have not been previously identified, staff have an obligation to report observations to the SENCo.

- **Monitor the progress of all students, especially those with SEND to ensure at least good progress for all students.**

Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum and wider Academy life.**

This is co-ordinated by the Inclusion Leadership Team which includes the SENCo. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.

- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child’s education.**

This includes creating opportunities for parents to contact SENCo and pastoral team at subject and tutor parents evenings, alongside at the SEND parents evening (three times a year). It also includes supporting parents in terms of understanding SEN procedures and practices and providing regular feedback on their child’s progress.

- **Work with and in support of outside agencies when the students’ needs cannot be met by the Academy alone.**

Bristol Metropolitan Academy receives further support from The Children and Young Peoples Service, Educational Psychology Service, The School Nurse and Local Health Partnership, Child and Adolescent Mental Health Services (CAMHS), The Autism Spectrum Disorder Outreach Team (ASDOT) and has access to a range of specialist expertise within the CLF.

- **Create a school environment where students can contribute to their own learning by being given the opportunity to voice their own opinions.**

This is achieved by encouraging positive relationships with adults in the academy and carefully monitoring the progress of all students at regular intervals. Student participation is promoted across the Academy within the security of each vertical Learning Family (tutor group). The Learning Family helps to build a sense of belonging, respect and value. Pride in community and team spirit is also encouraged through wider opportunities for participation in academy life (e.g. representation on the Student Council, affiliation with sports teams and other clubs).

2.3 Responsibility for the coordination of SEN provision

- The Principal and Academy Council have delegated the day to day operational responsibility for the implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCo).
- The SENCo is responsible for reporting regularly to the Principal and the Councillor with responsibility for SEND on the on-going effectiveness of this SEND Policy.
- All staff in the academy have a responsibility for maximising the achievement and opportunities for inclusion of all learners, including those who face particular barriers such as students with Special Educational Needs and Disabilities. Staff will be made aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all students at all times.

| Role | Name | Contact details |
|--------------------------------------|--------------|--|
| SENCo, Associate Assistant Principal | Miss M Mann | mmann@bristolmet.net |
| Assistant SENCo | Ms S Mckenty | smckenty@bristolmet.net |

3 SEND inclusion Statement

4.1 Bristol Metropolitan Academy will endeavour to achieve the best possible outcomes for all young people (including those who are deemed to be vulnerable) and will maximise their opportunities for inclusion and promote equality of opportunity for all.

4.2 We do not consider English as an Additional Language (EAL) to be a Special Education Need.

This will include:

a) Providing differentiated learning opportunities for all the young people within the Academy and providing materials appropriate to young people's interests and abilities. This will ensure that all young people have a full access to the Academy curriculum.

b) Making every effort to narrow the gap in attainment between different groups of learners and others, recognising that a 'Special Educational Need' might be an explanation for delayed or slower progress, but is not an excuse for lack of progress.

c) Focusing on individual progress as the main indicator of success.

d) Striving to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and Special Educational Needs e.g.

- Some students in our Academy may be underachieving but will not necessarily have a 'Special Educational Need'. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
- Other students will be identified as having 'Special Educational Needs' and this may lead to lower-attainment or slower progress (though not necessarily to under-achievement). It is our responsibility to ensure that students with Special Educational Needs have the maximum opportunity to attain and make progress in line with their peers.
- Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved Academy's budget.

e) Recognising and putting in place interventions to tackle the general finding that students with SEND usually have lower attendance than their peers. Ensuring that students always catch up on the work that they miss when they are away so they can 'keep up' when they return to school.

f) Ensuring that all young people have the same opportunities for social inclusion and for taking part in extra-curricular activities with the right level of support and access

g) Implementing our Equality Act duty to foster good relations between different groups of young people and promoting social inclusion and acting immediately to tackle any discrimination or bullying (see Anti-bullying Policy)

h) Celebrating the fact that we will have young people with disabilities as part of our Academy community, and ensuring that their needs are fully met and that we make all 'reasonable adjustments' to the curriculum, information provision and the physical environment to accommodate them, as required by the Equality Act.

i) Implementing our duty to make 'anticipatory changes' to make our environment accessible for young people, staff, parents/carers and visitors who may have a disability and so planning any new initiatives or capital developments with improving access in mind.

4 Roles and Responsibilities

4.1 Principal

The Principal is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn. The Principal and the Academy Council will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo).

The Principal will be informed of the progress of all SEND learners and any issues with regard to the Academy's provision in this regard through:

- Analysis of the whole-academy pupil progress tracking system
- Maintenance and analysis of a whole-academy provision map for
- Vulnerable learners which will be devolved to the SENCo.
- Student progress meetings with individual teachers facilitated by the
- SENCo.
- Regular meetings with the SENCo
- Discussions and consultations with students and parents/carers

4.2 Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENCo will oversee the day- to-day operation of this policy in the following ways:

a) Ensuring that the Academy complies with its duties under the SEND Code of Practice and other relevant legislation and keeping up to date with examples of best and innovative practice, disseminating this information to other staff.

b) Ensuring that the views, needs and aspirations of the child or young person with SEND are paramount and their support is child centred.

- c) Ensuring that the views of young people and parents and carers are taken into account in all SEND process and planning as required by the Code of Practice.
- d) Maintenance and analysis of whole-academy provision map for vulnerable learners.
- e) Identifying on this provision map a staged list of students with 'Special Educational Needs' – those in receipt of additional SEND support from the Academy's devolved budget, those in receipt of High Needs funding and those with Statements of Special Educational Need or Education Health Care Plans.
- f) Co-ordinating provision for young people with 'Special Educational Needs'.
- g) Ensuring that adequate assessments are undertaken of all young people with SEND and that action plans are agreed to support them.
- h) Ensuring that the needs of any young people with disabilities are assessed and plans are put in place to make any 'reasonable adjustments' to enable them to access the environment, information provision and the curriculum.
- i) Liaising with, and advising teachers on appropriate strategies and interventions for all young people with SEND.
- j) Managing other classroom staff involved in supporting vulnerable learners.
- k) Overseeing the records on all young people with 'Special Educational Needs and Disabilities'.
- l) Contributing to the in-service training of staff.
- m) Implementing a programme of Annual Review for all students with a Statement of 'Special Educational Need' and complying with requests from an Education Health and Care Plan Coordinator to participate in a review. Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a 'Special Educational Need' which will require significant support.
- n) Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map.
- o) Ensuring that all young people with SEND have had appropriate Careers Education, Information Advice and Guidance (CEIAG) and have appropriate plans in place for their post-16 transition.
- p) Liaising with post-16 providers and transferring information on young people with SEND as required by the national guidance.

- q) Monitoring the Academy's system for ensuring that Student Profiles, where it is agreed they will be useful for a student with 'Special Educational Needs', have a high profile in the classroom with all stakeholders.
- r) Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with 'Special Educational Needs').
- s) Meeting **at least** termly with each key worker of those identified on the Academy's provision map.
- t) Liaising and consulting sensitively with parents/carers and families of students on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- u) Attending area SENCo network meetings and training as appropriate.
- v) Liaising closely with a range of outside agencies to support vulnerable learners.
- w) Reporting at least annually to the Principal and the Council on progress against this Policy and the Code of Practice.

4.3 Class teacher

The particular responsibilities of the class teacher are :

- a) Liaising with the SENCo to agree:
- which students in the class are SEND learners
 - which students are underachieving and need to have their additional interventions monitored on their provision map
 - which students (also on the provision map) require additional support because of a 'Special educational Need' and need to go on the Academy's SEND list.
 - Students may require a Provision Map, intervention or advice/support from an outside professional to address a 'Special Educational Need' (this would include students with statements/EHC Plans)
 - which students have a disability and require 'reasonable adjustments to the way information is provided, to the curriculum or the physical environment
- b) Securing inclusion, good provision and outcomes for all groups of vulnerable learners by :
- Providing differentiated teaching and learning opportunities in line with the advice in the 'Provision Map', including differentiated work for SEND learners to allow access to a broader curriculum.
 - analysing data and identifying any gaps in outcomes for any groups in their class and working with curriculum leaders to address these.

- ensuring that all vulnerable students have equal opportunities for social inclusion, having their views heard, and involvement in extra-curricular activities
- ensuring there is adequate opportunity for students with 'Special Educational Needs and Disabilities' to work on agreed targets, as outlined in their 'Provision Map', which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEND Code of Practice 2014)

4.4 Heads of House:

- a) Monitoring the behaviour and attendance of all students including those with additional needs
- b) Planning, in collaboration with the SENCO and Curriculum Leaders strategies to support students whose behaviour is a barrier to progress

4.5 Learning Support Assistants:

- a) Jointly plan with teachers.
- b) Support students with additional needs within the wider school population.
- c) Plan and deliver individualised programmes where appropriate.
- d) Monitor progress against targets using SWAN cards.
- e) Assist with drawing up individual plans for students and supporting Provision Map development.
- f) Contribute to the review progress for individual students with additional needs.
- g) Work with small groups in or out of the classroom, under the direction of the class teacher.
- h) Support students on educational visits, as required.

4.6 Parents:

- a) Communicate regularly with the school and alert appropriate staff to any concerns they have about their child's learning or provision.
- b) Engage fully in learning and taking an active role in establishing and meeting appropriate individual learning targets.

4.7 All Staff

All staff in the Academy should be aware of this Policy and their responsibility for promoting the educational and social inclusion of young people covered by this Policy, and training and briefings will be provided for them on best practice. All staff have a legal duty to advance equality of opportunity for all students and to challenge discrimination, harassment or bullying of any student (or staff member, parent/ carer or visitor) on grounds of their protected characteristics (e.g. their ethnicity, 'race', religion or belief, disability etc.) They also have a responsibility to promote good relations between different groups of students.

5 Links with Other Services

Bristol Metropolitan Academy recognises the need to link with other agencies to provide effective support for SEND students and to have a coordinated approach to meeting their needs. Therefore effective working links will be maintained with:

Education Welfare Team:

<http://www.bristol.gov.uk/page/children-and-young-people/educationwelfare-service>

Parent Partnership Service:

<http://www.bristol.gov.uk/page/children-and-young-people/support-parentsand-carers>

Bristol City Council Local Offer:

<http://www.bristol.gov.uk/page/children-and-young-people/local-offer-sendsupport-findability>

Bristol Hospital Education Service

<http://www.bristol.gov.uk/page/hospital-education-service>

Bristol Educational Psychology Service

<http://www.bristol.gov.uk/page/educational-psychology-service>

Bristol First Response (Safeguarding Concerns)

<http://www.bristol.gov.uk/page/children-and-young-people/first-responsebristol-report-concerns-about-child-social-worker>