



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Review Date: March 2016
(Mid-term review July 2017)
Next Review Date: March 2018

Basic Information about the Academy's Special Educational Needs and Disability

Provision

1. Objectives in Making Provision for Special Education Needs and Disability (SEND) Students

The stated aims of the Academy are:

1. to provide for every student an equal opportunity to attain his or her fullest personal, social and academic development.

Since we have some beliefs on what will help us reach that goal, some supporting aims to be:

- (a) happy and secure
- (b) motivated and hard working
- (c) Sensitive to other people

2. to give all our students, when they finally leave us, the confidence and maturity, knowledge and skills to handle whatever life may have in store
3. to provide, through the resources of our Academy, a welcoming setting for a varied programme of Community activities
4. to encourage open and effective home-school relationships with parents and guardians whose children are the students at Branston.

To this end our objectives for SEND provision are:

1. to offer a broad, balanced and appropriate curriculum which allows differentiation to enhance the learning of every student with special needs
2. to liaise with all staff to ensure the fullest possible information, in the interests of students with SEND.
3. to share the responsibility of developing individual students as a whole school concern.

Personnel Involved

SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR
(SENDCo)

Mrs Andrea Bayes-Green

VICE-PRINCIPAL
(Assessment) (SEND oversight)

- Mrs Janet Campbell

SEND GOVERNOR

Mrs Polly Coombes

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3. Arrangements for Co-ordinating Educational Provision for Students with SEND

1. Direct liaison between subject teacher and SENDCo. (See identification, assessment and provision for all students with SEND.)
2. Pastoral Team Leader/Subject Team Leader contacts with SENDCO. This will also include information sharing as part of the Academy Referral System.
3. Teaching Assistants and Student Support Officers liaise with SENDCO.

4. Admissions Policy

Students are admitted at age 11 without reference to ability or aptitude. The number of intended admissions for the year commencing 1st September 2016 will be 180. Admission at 16+ is dependent upon individuals having appropriate qualifications for the chosen course. See Parents' Handbook or "Going to School in Lincolnshire" for full Admissions policy.

5. Provision for SEND students

The Academy aims to be an inclusive school in line with the statutory guidance provided by the DfE document on Inclusive Schooling, ref: DfE/0774/2001 and the New SEND Code of Practice 2014.

This document follows the framework for inclusion of the Special Educational Needs and Disability Act 2001.

As such, the Academy has on roll a number of young people with a variety of additional educational needs including:

Sensory Impairment
Physical Disabilities
Communication and interaction
Social, Emotional & Mental Health
Cognition and Learning Difficulties

Support is assigned based on the needs of the individual. This may include:

- In-class support
- 1:1 support
- Small group intervention programmes
- Appropriate curriculum pathway
- Timetabling for bottom sets
- Support from appropriate agencies.

6 Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the Academy encourages feedback from staff, parents and students throughout the year.

Pupil progress is monitored at each of the 4 assessment points throughout the year.

There is a yearly review of the effectiveness of SEND provision. This review is carried out by the SENDCo together with the SLT line manager and the Principal. The governor with responsibility

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for SEND regularly meets with the SENDCo. Information is gathered from different sources such as internal and external examination results and Student, parents and staff questionnaires.

SECTION B

Identification, Assessment and Provision for all Students with SEND

7. How Resources are allocated to and amongst SEND Students

Resources are allocated to funding additional sets (especially in English and Maths) to enable a smaller group size for sets containing SEND students. Extra resources are also needed to cover the additional pastoral/organisational time needed for SEND students – this includes non-teaching staff as well as SENDCO and any others responsible for supporting SEND students.

Students with Statements/EHCs often have 1:1 funding and this is allocated mainly to cover the hours purchased for Teaching Assistants attached to those children in class and for any special time/facilities made available out of class (e.g. reading recovery time or materials).

Though much of this policy refers to those with learning difficulties, those with gifts and talents outside the normal range are included in the general aim of supporting all to achieve their potential, for example, through identification and setting, through higher expectations, through extension work within lessons and in homework, through additional or earlier examination work, and through opportunities for extra-curricular involvement.

8. Identification, Determination of Needs and Review

Under the 2014 Code of Practice most SEND students will have their needs met through school based support. At Branston Community Academy we term these as Tier 1-3 students.

- TIER 1 – Students' needs will be met through quality first teaching;
- TIER 2 – Access to intervention programmes
- TIER 3 – Access to outside Agency Support

The SENDCo may use any of the following to identify SEND students:

- 1 Primary-secondary transfer documents; copies passed to SENDCO via Vice-Principal in charge of admissions.
- 2 Early notification by primary SENDCO to BCA SENDCO of students with SEND.
- 3 Visit by Head of Lower School to primary feeder schools.
- 4 Intake Day or Evening – liaison between parents and new Year 7 tutors.
- 5 CATS test done in Autumn Term of Year 7 entry. Co-ordinated by Vice-Principal via Head of Lower School and SENDCO.
- 6 Identification by Maths and English Departments following tests and/or early assessments.
- 7 Lateral intake files and information from previous secondary schools.
- 8 Identification and registration of concern by academic or pastoral staff to SENDCO.
- 9 Identification and registration of concern by parents/guardians or other agencies.

Review of the above may lead to a decision whether the student requires provision which is “**additional** to or **different** from the differentiated curriculum provision, which is in place as part of provision for all students”.

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Parents will always be informed and the students' name recorded on the SEND register when agreed. Any students on the SEND register will be monitored by the SENDCo, subject teachers, pastoral staff and Teaching Assistants as appropriate. Only students at Tier 2 or above will have a SEND passport outlining targets and progress and possible strategies for use by staff in all relevant subjects. These students will be reviewed every six months.

There are 2 reviews per year, one of which will coincide with the year groups Parents' Evening.

If during the reviews process all participants (academy staff, parents and outside agencies) believe that despite the support offered that a student's needs are not able to be met under provision, consideration for an EHC may be the next step.

On any of these occasions there will be one of these outcomes:

- 1 Tier adjustment
- 2 Retained at current intervention
- 3 Removal from the register

Students with a Statement or EHC will have access to the above plus their statutory annual review.

9. Arrangements for Access to the Curriculum

Branston Community Academy is committed to providing all students with a broad and balanced curriculum. All students follow the full Curriculum in Key Stage 3 unless their special needs make disapplication from one or more courses necessary.

Students who are deemed to have potential barriers to learning which may affect their ability to performing in any external exam work are identified by the SENDCo and subject team leaders. With the agreement of parents/carers an assessment of their needs will be undertaken. Future access arrangements will then be considered. For students with medical conditions, advice from the medical profession is needed.

10. Integration (Inclusion)

All students, whether they are on the SEND Register or not, are students of the Academy and have exactly the same access to the facilities and the curriculum.

Teaching Assistants support students who have a statement of SEND or an EHCP to facilitate appropriate access to the curriculum. Teaching Assistants may also provide intervention.

11. Criteria for Evaluating Success of SEND Policy

The Academy's SEND Policy is regularly reviewed by the SENDCO in liaison with the Vice-Principal with special needs responsibility. The main criteria concern the identification of and provision for need, especially with respect to curriculum access, access to wider Academy staff and material facilities, spread of knowledge about such students to all relevant staff, the progress of students (socially and academically) and the cost effectiveness of the provision, bearing in mind the resources available.

12. Complaints Procedure

The Academy has a whole school complaints procedure which has been adopted by the Governing Body. A copy is available from the Administration Manager's office.

SECTION C

Staffing Policies and Partnership with External Agencies

13. SEND In-Service Training

The Academy reviews its CPD (Continuous Professional Development) provision annually. Whole staff training has taken place on differentiation and staff are appraised on the strategies for identifying and assisting students with SEND. A senior member of staff is responsible for the organisation of CPD. Specific training is provided for SEND staff.

14. Partnership with Parents

Please refer back to identification and assessment procedures. In addition to the whole Academy arrangements outlined, the Academy also stresses the early notification of concerns by the tutor or subject teacher.

The Academy emphasises the importance of co-operation and shared responsibility. This is particularly relevant when the subject teacher or tutor contacts parents and perhaps suggests a programme requiring work at home. Parents also play a vital role at any review, including annual reviews of Statements.

Please also refer to (8) Identification and Review.

In addition to these procedures, the Academy emphasises the importance of co-operation and shared responsibility. This is particularly relevant when the class teacher, tutor or SENDCO contacts parents and perhaps suggests a programme requiring work at home.

Parents of students with special educational needs are kept informed of their child's progress throughout the SEND review process whether by the subject teacher, tutor or more likely, the SENDCO.

Parental permission is sought prior to any formal involvement of an outside agent.

Parents of Statemented students are invited to the annual review and have a vital role to play at this time.

15. Education Links

Year 6-7 consultations and transfer documents are of central importance in the exchange of information between primary feeder schools and the Academy. The Academy Principal and Senior staff have a twice yearly meeting with a main feeder school heads/deputies. The kind of information passed from primary to secondary, including special needs information, is reviewed annually.

SENDCo and Head/Assistant Heads of Lower School visit all primary feeder schools to discuss and plan for the successful transfer. Enhanced transition is available for identified students.

All National Curriculum records and pastoral files, including special needs information, are passed on to other schools following a student transfer.

16. Links with Health, Social Services, Educational Welfare and Voluntary Agencies

The academy endeavours to work collaboratively with a range of professionals, including health and Children's Services to ensure that students needs are met fully.

A copy of the SEND Code of Practice 2014 can be found at www.gov.uk (type in SEND Code of Practice in the Search box).

SCHEDULE 1

INFORMATION FROM MAINTAINED SCHOOLS

Basic information about the school's additional education provision

1. The objectives of the governing body in making provision for students with special educational needs and disability (SEND) and a description of how the governing body's additional educational needs policy will contribute towards meeting those objectives.
2. The name of the person who is responsible for co-ordinating the day to day provision of education for students with additional educational needs at the school (whether or not the person is known as the SENDCo).
3. The arrangements which have been made for co-ordinating the provision of education for students with special educational needs at the school.
4. The admission arrangements for students with SEND who do not have a Statement in so far as they differ from the arrangements for other students.
5. The kinds of provision for additional educational needs in which the school specialises and any special units.
6. Facilities for students with additional educational needs at the school, including facilities which increase or assist access to the school by students who are disabled.

Information about the school's policies for the identification, assessment and provision for all students with additional educational needs

7. How resources are allocated to and amongst students with additional educational needs.
8. How students with additional educational needs are identified and their needs determined and reviewed.
9. Arrangements for providing access by students with additional educational needs to a balanced and broadly based curriculum (including the National Curriculum).
10. How students with additional educational needs engage in the activities of the school together with students who do not have additional educational needs.
11. How the governing body evaluate the success of the education which is provided at the school to students with additional education needs.
12. Any arrangements made by the governing body relating to the treatment of complaints from parents of students with additional educational needs concerning the provision made at the school.

Information about the school's staffing policies and partnership with bodies beyond the school

13. Any arrangements made by the governing body relating to in-service training for staff in relation to additional educational needs.
14. The use made of teachers and facilities from outside the school including links with support services for additional educational needs.
15. The role played by the parents of students with additional educational needs.
16. Any links with other schools, including special schools, and the provision made for the transition of students with additional educational needs between schools or between the school and the next stage of life or education.
17. Links with Child Health Services, Social Services and Educational Welfare Services and any voluntary organisations which work on behalf of children with additional educational needs.