



# **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

BRANSTON  
COMMUNITY ACADEMY

Reviewed: Autumn 2018

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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.

New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force on 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The Special Education Needs and Disabilities (SEND) Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Lincolnshire Local Offer can be found through the following link:  
<http://search3.openobjects.com/kb5/lincs/fsd/home.page>

Branston Community Academy's local offer can be found through the following link:  
<http://branstonca.lincs.sch.uk/key-information/aboutus/send>

## **2. Mission Statement**

To provide for every student an equal opportunity to attain his or her fullest personal, social and academic potential to be:

- a) Happy and secure
- b) Motivated and hard working
- c) Sensitive to other people

To give all our students, when they finally leave us, the confidence and maturity, knowledge and skills for life.

To encourage open and effective home-school relationships with parents and guardians whose children are the students at Branston.

### 3. **Aims**

In line with the Code of Practice and the Children and Families Act (2014), Branston Community Academy is committed to the following key principles:

- All students with SEND must have their needs routinely met;
- Early identification and early intervention are essential for ensuring better outcomes for students;
- Raising the achievement of students with SEND is a whole school responsibility;
- All students are encouraged and supported to be active partners in the decision-making about their education;
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child;
- All students with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment;
- All students benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress.
- Collaborative working with external partners and services is essential to ensure we effectively meet student need;
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the student and their family;
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money;
- Systems for monitoring and evaluating developments in SEND support improve in student's learning and provide appropriate challenge

### 4. **Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for all students and make an early, accurate identification of those who may have SEND;
- To work in partnership with parents/carers;
- To value and encourage the contribution of all students to the life of the school;
- To ensure that every student experiences success in their learning and achieves to the highest possible standard;
- To enable all students to participate in lessons fully and effectively;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- To work closely with external support agencies, where appropriate, to further support the needs of individual students;
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all students.

### 5. **Roles and Responsibilities**

Principal:	Mrs J Turner
Vice-Principal (SEND oversight):	Mrs K Lamming
SENDCo:	Mrs A Bayes-Green
SEND Governor:	Mrs P Coombes

## 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 Governing Body will delegate the day to day implementation of this policy to SENDCo.
- The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school student progress tracking system;
  - Maintenance and analysis of a whole-school provision map for vulnerable learners as supplied by the SENDCo
  - Student progress meetings with the SENDCo and individual teachers;
  - Regular meetings with the SENDCo
  - Discussions and consultations with students and parents.

## SENDCo

In line with the SEN Code of Practice 2014, the SENDCo has *'an important role to play with the Principal and the governing body in determining the strategic development of SEN policy and provision.'* The SENDCo will oversee the day-to-day operation of this policy and is responsible for:

- Co-ordinating provision for children with special educational needs;
- Liaising with and advising teachers; offering professional support;
- Contributing to the in-service training of staff;
- Managing other classroom staff involved in supporting vulnerable learners;
- Overseeing the records on all children with Special Educational Needs and/or disability;
- Implementing a programme of Annual Review for all students with a current statement of special educational need or EHC. 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 intervention (additional SEN support from devolved budget), that a student may have an on-going special educational need which will require significant support;
- Overseeing the smooth running of transition arrangements and transfer of information for all students who transfer from one phase of education to another;
- Monitoring the school's system for ensuring that SEND passports, where it is agreed they will be useful for a student with special educational needs and/or disability, have a high profile in the classroom and with students;
- Evaluating regularly the impact and effectiveness of all additional interventions for all SEND learners;
- Meetings with teachers/HOS to review all SEND learners
- Co-ordinating the SEND staff to meet at least two times a year and consulting sensitively with parents and families of students on the SEN list, keeping them informed of progress and listening to their views, in conjunction with class teachers; ensuring SEN students receive appropriate support and high quality teaching;
- Attending area SENDCo network meetings and training as appropriate; Liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for SEND learners,
- Liaising closely with a range of outside agencies to support vulnerable learners;
- Ensuring effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners;

### The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings;
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this;

- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school.

### **Class Teacher/Subject Teacher**

Liaising with the SENDCo to agree:

- Which students in the class are SEND learners;
- Which students require additional support because of a special educational need and need to go on the school's SEN list. Some of these students may require advice/support from an outside professional and, address a special educational need (this would include students with statements/EHC plans).

Securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for any EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge;
- Ensuring there is adequate opportunity for students with special educational needs to working on agreed targets which are genuinely "different to and additional to that which is available to all children as part of the differentiated curriculum offer and strategies available to each student" (SEN Code of Practice 2015).

### **6. Arrangements for Co-ordinating Educational Provision for Students with SEND**

The SENDCo will hold details of all SEND Support records such as provision maps, SEND passports or structured conversations and subject targets for individual students

- Direct liaison between subject teacher and SENDCo. (See identification, assessment and provision for all students with SEND).
- Pastoral Team Leader/Subject Team Leader contacts with SENDCo. This will also include information sharing as part of the Academy referral system.
- Teaching Assistants and Learning Support Supervisors liaise with SENDCo.

All staff can access:

- The Branston Community Academy SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care plans);
- Information on individual students' special educational needs, including action plans, targets set and copies of their SEND passport or alternative records of targets set/outcome monitoring;
- Practical advice, teaching strategies and information about types of special educational needs and disabilities;
- Information on the staff IT system on individual students and their special needs and requirements
- Information available through Lincolnshire's SEND Local Offer.

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students.

### **7. Admission Arrangements**



The admission arrangements for **all** student with SEND are thorough. For a child with an Education, Health and Care Plan, a member of the SEN department will attend the Year 6 Annual Review. For other students with SEND, a member of the SEN department will aim to attend a transition meeting in Year 6. This will ensure that all relevant information is transferred and that the views of the parents and child are heard.

All students with SEND will be invited to a transition day during the Summer term. Further transition visits will be planned based on the needs of the student.

When students join us during the school year, the SENDCo works directly with the Heads of Year to ensure a full discussion with parents and any other relevant agencies, giving us as much information as possible about the specific needs of any new student. All Special Needs information available to us is shared with colleagues within the first two weeks of a student joining us.

#### 8. **Specialist SEND provision**

We have 15 members of staff who specialise in SEND provision and support.

We are committed to whole school inclusion. For more information on our provision for inclusion, including our involvement in specialist programmes to aid inclusion.

The school has a range of specialist SEND facilities in place. These can be used as appropriate. These include:

- Physical environment – wheelchair access throughout most of the school, hoist lift in pool.
- Curriculum – Teaching assistant support in lessons, withdrawal from lessons, examination access arrangements.

#### 9. **Resources**

Resources are allocated based on the needs of the students with SEND. Decisions about resource allocation are made by the Principal and Vice-Principal overseeing SEND provision and the SENDCo supported by the School's Business Manager, in order to ensure effectiveness.

#### 10. **Identification of students' needs**

The definition of Special Educational Needs from Section 20 of the Children and Families Act 2014 is used to identify students' needs.

##### **A graduated approach**

##### **Quality First Teaching**

Any students who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators and grade boundaries will be monitored.

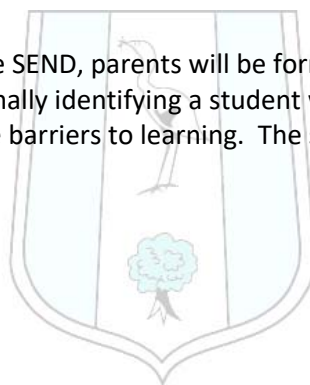
- a) Once a student has been identified as *possibly* having SEND, they will be closely monitored by subject staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher(s) will take steps to provide differentiated learning opportunities that will aid the students' academic progression and enable the teacher(s) to better understand the provision and teaching style that needs to be applied.
- c) The SENDCo will be consulted as needed for support and advice and may wish to observe the student in class.

- d) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- e) If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) Subject teachers, or a member of the SEN department, will record that a child is being monitored, but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- h) Progress updates are used to monitor and assess the progress being made by the child.

## SEND Support

Where it is determined that a student does have SEND, parents will be formally advised of this and the student will be placed on the SEND register. The aim of formally identifying a student with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

### Assess

This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## Do

The subject teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

## Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the student's progress and development, making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## Education, Health and Care Plans

- a) Following Statutory Assessment, an EHC Plan will be provided by Lincolnshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## 11. Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to education students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Access to the curriculum can be facilitated using some of the following arrangements:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision



- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels

## 12. Inclusion of students with SEND

The **Principal** oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students from external support services.

## 13. Evaluating the success of provision

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.

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

Student progress will be monitored in line with the SEND Codes of Practice and the Academy's monitoring points.

There is an on-going formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENDCo, working with the Principal, the Vice-Principal responsible for SEND provision and the governor responsible for SEND provision. Information is gathered from different sources such as internal and external examination results, results of provision from the Additional needs department, student and parent questionnaires. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

## 14. 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.

## 15. SEND In-Service Training

The Academy reviews its CPD (Continuous Professional Development) provision annually.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The SENDCo, or other members of the Additional Needs department, attends relevant SEND courses and signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## 16. Working in partnerships with parents

Branston Community Academy believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

Parents should contact the tutor in the first instance if they have concerns regarding their child's progress and any aspects of their education.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

If an assessment or referral indicates that a student has additional learning needs, the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

#### 17. Links with other agencies and voluntary organisations

Branston Community Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Educational Psychology Service
- Specialist Teaching Service
- Behaviour Support Service
- Speech and Language Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to these meetings.

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 regular meetings with the main feeder school heads/deputies. The kind of information passed from primary to secondary, including special needs information, is reviewed annually.

SENDCo and Heads/Assistant Heads of Lower School visit all major 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.

#### Links with Health, Social Services, Education 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.