



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

BRANSTON
COMMUNITY ACADEMY

Reviewed: **Autumn 2024**

Next Review date: **Autumn 2025**

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 13th March came into force on 1st 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

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/liincs/fsd/home.page>

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

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 carers 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 met **in order to support academic progress and good health and well-being**;
- 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 with SEND are able to access the curriculum through extra support or additional resources where appropriate and by removing barriers to learning.**
- 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;

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 Academy;
- 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:	Mr J Carter
Vice-Principal	
(SEND oversight):	Mr D Inman
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 Academy'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 Academy's system for ensuring that SEND passports **profiles**, 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 Academy'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 Academy 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 Academy.

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 Academy'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 **students identified as SEND**
 - 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.

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 **records**,
- 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 Academy’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

We believe that our admissions criteria should not discriminate against any student with SEND. We show regard for the statutory requirements in the SEND Code of Practice and national legislation, including the Equality Act 2010.

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

Admissions authorities:

- **must consider applications from parents of children who have SEND but do not have a Statement/EHC plan on the basis of the Academy’s published admissions criteria as part of normal admissions procedures**
- **must not refuse to admit a child who has SEND but does not have an Statement/EHC plan because they do not feel able to cater for those needs**
- **must not refuse to admit a child on the grounds that they do not have an EHC plan**

We also acknowledge The Equality Act 2010 which prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

Transitional meetings are held with all primary schools where students are due to attend the academy for their secondary education. It is expected that all relevant primary information is shared with the SENCO by the previous feeder school and/or the Local Authority. Students who have allocated places in the academy have opportunities to visit and experience sample induction days before they transfer in September. A transition meeting is offered to all feeder primary schools in order to discuss the necessary arrangements to be made as well as any other important information relating to that pupil's needs. Where necessary the SENCO will arrange further meetings with relevant staff to discuss specific pupil needs. If relevant information is not available through these channels, the SENDCo will do all she can to obtain it by other means

8. Specialist SEND provision

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

- **Swimming pool and fitness suite used for physiotherapy provision**
- **ICT facilities with relevant hardware and software linked to the intervention provision**
- **We make reasonable adjustments in ensuring each environment is accessible to all pupils including those with SEND. The following may be considered when making reasonable adjustments:**
 - **Physical environments (lifts, lighting, wheelchair access, dedicated disabled parking places etc.)**
 - **Assistive technology e.g. use of specialist IT equipment**
 - **Increased access to the curriculum and assistance during examinations**
 - **Transport requirements**

9. Resources

The SENCO will identify areas of pupil need and make appropriate provision in terms of staffing and resources. These are reviewed through progress meetings, quality assurance module checks, through external agency support, through meetings with parents/carers and the pupil. Additional support is monitored and reviewed to ensure that any intervention is effective and ensures value for money

10. Identification of students' needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision matched specifically to the pupil's identified SEN. Special needs are generally thought of in the following broad areas of need and support:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

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 **adjusted** 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.

- e) The SENDCo will be consulted as needed for support and advice
- d) **At this stage** it can be determined which level of provision the child will need going forward.
- e) 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 Academy.
- f) Progress updates are used to monitor and assess the progress being made by the child.
- g) **Other circumstances may also impact on progress and attainment including such issues as health, welfare and attendance. A diagnosis of a need does not necessarily mean that a pupil has SEN and will require SEN provision. Pupils with behavioural needs, English as an Additional Language, slow progress or low attainment may not necessarily have SEN. However, additional information and appropriate assessments may be carried out and strategies implemented accordingly.**

SEND Support

Special educational provision is built on the foundations of by high quality teaching. Pupils who do not make the expected progress and fall outside the expected levels of attainment will be carefully monitored. The student's teacher will take appropriate steps to provide differentiated and personalised learning opportunities that will aid the pupil's individual academic progress.

When a student has been identified as possibly having SEN they will be closely monitored by staff in order to assess their level of learning and possible difficulties. This will be monitored and may include; progress meetings, learning walks, work sampling, moderation of assessment and discussion with colleagues. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

Where it is determined that a student does have SEND, parents will be formally advised of this and the student will be recorded as SEND. The aim of formally identifying a student with SEND is to help the Academy ensure that effective provision is put in place and so remove barriers to learning. The support provided (**graduated approach**) 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.

We will endeavour to ensure that advice from the external specialist services is put into practice as swiftly as possible and will keep in regular contact with specialist services and parents/carers regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The SENDCo will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions

Education, Health and Care Plans

- a) **For some students they may require and EHCP needs assessment to enable the Local Authority to decide if provision in line with an EHC plan is required. The purpose of an EHC plan is to enable special educational provision to meet the needs of a student, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.**
- 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 Academy 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. Academy 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 Academy's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the Academy.

The Academy 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 academy adopts a 'whole Academy approach' to special educational needs. We recognise that every teacher is a teacher of every child including those with SEND, staff recognise the need for 'reasonable adjustments' to ensure

inclusion of all pupils including those with a wide range of SEND. We are committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

We aim to develop opportunities for participation and achievement within each Academy by:

- Ensuring access to a balanced curriculum for all pupils both in and outside of the classroom, including social interaction during non-contact times.
- Enriching the curriculum to extracurricular activities; trips and residential visits.
- Using teaching methods that suit the needs of individual pupils.
- Advocating and modelling an inclusive ethos throughout each Academy and encouraging social responsibility and understanding amongst all our pupils.

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 Academy 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 Academy 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 Academy 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 Academy 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 Academy 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: **appropriate agencies.**



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