



**Bramley
Park
Academy**

SEND Policy



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Adopted by WAT:	November 2018
CoG signature:	
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Bramley Park Academy is part of the Wellspring Academy Trust and is committed to providing a broad, balanced and effective education for all the children who attend our school. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' needs. Recognition of the entitlement of all pupils to a balanced, broadly based curriculum is paramount.

"Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives." The 2014 Code of Practice - Foreword/pg11

Aims of this Policy

This policy aims to set out the school's rationale, principles and practice for Special Educational Needs and Disability (SEND) provision in order to support consistency of approach. It is expected that members of the school community will have a clear understanding of their roles and responsibilities in meeting the needs of all our pupils within a safe, supportive and inclusive culture.

Rationale

The 2014 Code of Practice states:

"All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training." 6.1.2014

The Wellspring Academy Trust is committed to providing an appropriate and high quality education which meets individual needs. We believe that all children have a common entitlement to a broad and balanced curriculum which is accessible to them and are fully included in all aspects of school life. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy describes the way we meet the needs of children who experience barriers to their learning. These barriers may relate to learning difficulties, speaking and listening, emotional or social development, sensory or physical impairment.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school life, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

The development of monitoring of the school's work on SEND will be undertaken by the SENDCO in consultation with the Executive Principal, school staff, Governors, parents, the Local Authority and other external agencies.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice (2015) and guidance are implemented effectively across the school
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND
- To continually monitor the progress of all SEND pupils, identifying needs as they arise and to provide support as early as possible
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate
- To provide specific interventions matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND, a statement or an ECHP.
- To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parent/carers

- To enable children to be well equipped in the basic skills of literacy, mathematics and social independence to meet the demands of school life and learning
- To involve parents/carers at every stage when creating plans/setting targets in order to meet their child's additional needs
- To involve the children themselves, where possible, in planning and in any decision making that affects them

Management of SEN within the schools

The Governing Body has specific responsibility to:

- Ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that the pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in school are aware of the importance of identifying and providing for all pupils and their SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Report to parents annually on the implementation of the SEN Policy.

The Executive Principal has specific responsibility to:

- Ensure the day to day management of all aspects of the school's work includes adequate provision for all aspects of SEN.
- Ensure that the Governing Body are kept fully informed.
- Work closely with the SENCO to ensure that the policy is maintained.

Whole school responsibility for SEN:

All staff have a responsibility, as detailed in the Equalities Scheme, to ensure that all pupils have appropriate access to their learning. This includes:

- Ensuring that they are aware of pupils with SEN, their needs and appropriate strategies they can use.
- Ensuring that they are aware of pupils with Access Arrangements.
- Ensuring that they inform the SENCO of any concerns they have of pupils' needs or potential needs within their classes.
- Ensuring that the SEN Policy is followed in conjunction with other school policies.

SENCO responsibility for SEN:

This post involves the management of SEN within the individual schools. This includes:

- Strategic direction and development of SEN provision.
- Leading and managing staff as part of the Senior Leadership Team.
- Deployment of staff and resources as part of the Senior Leadership Team.
- Coordination of the SEN provision.
- Liaising/advising staff.
- Overseeing progress of SEN pupils ensuring effective monitoring/record keeping.
- Liaising with parent/carers of pupils with SEN.
- Liaising with other schools and external agencies.
- Contributing to the in-service training of staff.

Arrangements for co-ordinating SEND provision

- The SENCO and each class teacher will discuss regularly the progress and provision for pupils in their class who are on the SEND register. During these discussions the SENCO and class teacher will discuss any additional provision which may be needed and any concerns regarding pupils who are not on the SEND register.
- During the course of the year the SENCO will be alerted to any newly arising concerns from discussions with class teachers, parents/carers.
- SEN Support Plan reviews for all children with special educational needs will take place at least twice a year.
- Targets arising from SEN Support Plan meetings/reviews for pupils on the SEN register will be used to inform and support whole class approaches to inclusion, for example, differentiation, varied teaching styles and small group/one to one support.

- The SENCO will liaise with teachers and other external agencies in planning to meet individual needs.
- The SENCO, together with the Executive Principal, will monitor the quality and effectiveness of provision for pupils with SEND through classroom observations, sampling of work and data analysis.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained support staff throughout the school and is outlined in the school's Provision Map. Support staff may be trained to deliver specific interventions, for example speech and language programmes as necessary to meet the needs of all pupils.
- Additional support may be provided by outside agencies.

Identification and Assessment Arrangements, Monitoring and Review Procedures

As well as following up parental concerns and those raised by medical professionals, the school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Children's needs are also assessed with reference to:

- Baseline assessment results
- WellComm assessments
- Phonological Awareness Battery (PhAB)
- Phonics Screening
- Test of Abstract Language Comprehension (TALC) assessments
- Clinical Evaluation of Language Fundamentals (CELF) assessments
- KS1 SATs
- Rising Stars assessments
- Progress measured against Age Related Expectations
- Progress measured against individual targets (SEN Support Plans)
- Standardised screening and assessment tools
- Observations of Social, Emotional and Mental Health
- Boxall Profile assessments
- Emotional Literacy assessments
- Assessments by outside agencies, for example an Educational Psychologist
- EHCP or Statement for Special Educational Needs
- Work sampling
- Data trackers

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parents/carers, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Wave 2 interventions
3. Additional support through SEN Support Plan provision

Wave 1 provision: Differentiated curriculum support within the class

In order to make progress a child may only require differentiation within a whole class setting. The differentiation may involve modifying learning objectives, teaching styles and access to strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at regular intervals, as for the rest of the class, and a decision made about whether the child is making satisfactory progress at this level of intervention.

Wave 2 Provision: Small group intervention

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the Wave 2, small group level may need to be made.

Wave 2 provision will be indicated where there is evidence that:

- There has been little or no progress despite differentiated activities and quality Wave 1 teaching.
- Additional support is required to develop literacy or mathematics skills
- Additional support is required for social, emotional and mental health
- Additional support is required for sensory or physical impairments
- Additional support is required for communication and interaction needs

Where needs are similar for a group of children, it is appropriate to support these children within a group, focusing on the common needs.

The responsibility for planning for these children remains with the class teacher, in consultation with the SEN Team.

Monitoring of pupils accessing Wave 2 provision will be carried out at regular intervals. The class teacher in consultation with the SENCO will review progress and make adjustments to the provision for the child, if appropriate.

Wave 3 Provision: Specialist or 1:1 intervention

Wave 3 provision will be initiated where there is evidence that:

- There has been little or no progress despite differentiated activities and appropriate interventions.
- Substantial support is required to develop literacy or mathematics skills
- Substantial support is required for social, emotional and mental health
- Substantial support is required for sensory or physical impairments
- Substantial support is required for communication and interaction needs

As part of the SEN Support Plan review process, the SENCO and class teacher, in consultation with the parents/ carers, may conclude that despite receiving an individual programme of support for a considerable period, the child continues to have significant needs, which are not being met by current interventions. Where this is the case a decision may be made to put a child on the SEND register.

Provision at this level may include the involvement of specialist support. SEND support would be indicated where there is evidence that the level and duration of the child's additional needs is such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at levels substantially below that expected of children of the same age
- Continues to have difficulties in developing literacy and mathematics skills
- Has significant difficulties in developing speech and language, communication and interaction literacy or mathematics skills
- Has social, emotional or mental health needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a special service
- Continues to have communication or interaction needs that interfere with the development of social relationships and act as a barrier to learning

A pupil on the SEN register will have an SEN Support Plan and a one-page profile. Monitoring will take place as for Wave 2 children and their SEN Support Plan will be reviewed three times a year.

Parents/carers are always informed if any outside agency is involved and permission from them is gained.

School request for Statutory Assessment

For a child who is not making adequate progress, despite a period of support on the SEN register and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a Statutory Assessment in order to determine whether it is necessary to make an application for an EHCP.

The school is required to submit evidence to the LA. The LA panel makes a judgement about whether or not the child's needs may continue to be met from resources normally available to the school.

Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

Education and Health Care Plan (EHCP)

A child who has an EHCP will continue to have arrangements as for any child on the SEN register, and additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENCO to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Annual Review Meetings

The SENCO is responsible for the organisation of Annual Review Meetings for all pupils with Statements/EHCPs. Before the meeting information is collected from all subject/pastoral staff regarding the pupil's work, attitude, progress levels, behaviour and relationships. During an Annual Review Meeting the parents, pupil, Local Authority, Teaching Assistant or teacher and any external agencies will join the SENCO at the meeting. There is a discussion, new targets are agreed and recommendations are made based on the evidence from the previous twelve months. A review document is then compiled and distributed to all parties concerned. The aim of the Annual Review will be to:

- Assess pupil progress in relation to the outcomes on the Statement/EHCP.
- Review the provision made to meet the pupil's needs.
- Consider the appropriateness of the Statement/EHCP.
- Set new outcomes for the coming year.

The process adheres to the requirements of the Local Authority SEN Team. Funding for the needs of these Statements/EHCPs, in addition to funding for all SEN pupils, comes from the SEN Team.

Arrangements for partnership with Parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs
- SEN Support Plans will be sent to parents/carers of pupils who are on the SEND register
- At review meetings, strengths as well as weaknesses are discussed
- Targets will be shared/discussed at Parent Consultation Evenings and suggestions will be made as to how parents can offer support at home
- The parents of all pupils entering our Nursery settings will have the opportunity to discuss any concerns about their child's development during a home visit

Arrangements for partnerships with External Agencies

Effective working links are maintained by the SENCO with:

- Hearing and Impairment/Visual Impairment Team.
- ASD Team.
- Educational Psychologist.
- Any other services where deemed necessary.

Each service has their own referral methods which the SENCO adheres to and additionally reports back to all involved within the school.

Arrangements for providing access to Learning and the Curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion
- The school will ensure that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and the activities may be adapted, or planned separately as appropriate
- Children with sensory or mobility impairments or specific learning difficulty will access the curriculum through specialist resources such as ICT, where this is appropriate
- All school trips/visits are organised so that all children are able to participate in them with the permission of their parents/carers. Any risks which may affect learners during these trips will be outlined in the risk assessment for the trip and controls put in place

Arrangements for providing access to the sites

- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Terminology, imagery and disability equality

- We work with all children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability
- We try to ensure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of assemblies and speaking and listening opportunities to raise language and other disability equality issues

Listening to disabled pupils and those identified with additional needs

- The SEN Code of Practice states that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress.

Pupil involvement is encouraged by allowing pupils to:

- State their views about their education/learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

Complaints

Should a parent/carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher. If the concern continues then they should request an urgent appointment with the SENDCO– Bramley Park Academy SENCO, Karen Sherwin Assistant Principal.

If the concern cannot be satisfactorily dealt with at this stage, parents/carers should request a copy of the complaints policy and arrange a meeting with the Executive Principal. Every

effort will be made to understand the nature of your concern, consult with professionals to seek advice and rectify the situation. However, if the Executive Principal is unable to resolve the difficulty, parents will be advised to follow the complaints procedure.

The Special Educational Needs Disability Information, Advice, Support Service (SENDIASS) (formerly known as Parent Partnership Service) is a confidential and impartial support and advice service for parents carers, children and young people (up to 25 years) on issues related to Special Educational Needs and/or Disability. Parents are encouraged to contact SENDIASS if they have any concerns about their child throughout their school career.

SENDIASS offer:

- a telephone helpline service - Monday to Friday

- information, advice and support for parents carers, children and young people
- written information about Special Educational Needs (SEN)
- information sessions for parents and carers and young people
- advice and support relating to school admissions, school transport, exclusion procedures and SEND appeals
- training and information sessions for professional staff and school governors
- access to an **Independent Supporter** where appropriate through link up with local groups and partnership working

They can help parents/carers by:

- listening to your views and concerns
- working with you to explore your options
- prepare for meetings
- building up your confidence to share your views
- helping with forms, letters and reports
- explaining your rights in relation to SEN and disability
- working in partnership with schools and the local authority to develop positive relationships

Training

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Executive Principal.

The SENCO and Executive Principal will keep fully up to date about special educational needs issues through attendance at training and network meetings.

Other teaching staff will be kept up to date informally by the Executive Principal / SENCO and formally at staff meetings.

Support staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated through training.

Evaluating the success of the School's SEND policy

- We analyse all data, including that of pupils with very low attainment at the end of their Key Stage
- We monitor behaviour incidents, including exclusions
- We aim to: Reduce the percentage of children with very low attainment
Increase the percentage of children recorded as having SEND
Reduce the number of behaviour incidents and exclusions
Improve attendance and punctuality
- Progress against these targets is reported to the Governing body. This also includes the details of the SEND provision
- Each half term, through the Wellspring Academy Trust Dashboard, the SENCO provides information to the Governing body as to the numbers of pupils receiving special educational provision through the SEN register, EHCPs and Statements as well as any pupils for whom a Statutory Assessment has been requested
- Whole school monitoring and evaluation procedures will include sampling of work and observations