

SEN/D Policy

For review by: SENDCo

Approved by: SLT

Date of last review: September 2020

Date of next review: September 2021

Purpose

The purpose of this policy is to ensure that the statutory requirements of the Children and Families Act of 2014 and the Special Educational Needs and Disability 0-25 Code of Practice (2015) are in place at Sir Bernard Lovell Academy. This policy is also designed to ensure that all students who have Special Educational Needs and/or Disabilities, as defined by the 2015 Code of Practice have those needs addressed efficiently and effectively.

This policy complies with the statutory requirements of the following legislation

- Children and Young Persons Act 2008
- Equality Act, 2010
- Teaching Standards, 2012
- Schools SEN Information Report Regulations, 2014
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Children and Families Act, 2014
- SEN/D Code of Practice 0 – 25, September 2014
- Keeping Children Safe in Education, 2018

Rationale

Sir Bernard Lovell Academy is committed to inclusive practice and to meeting the needs of all students and improving their outcomes. We also recognise that the range and complexity of needs continues to grow. We recognise that the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice 2015 both emphasise the importance of high aspirations for young people who have SEN/D. Furthermore, we recognise that we need to provide a safe environment for all our students as every student has different life experiences and needs. Students learn at different rates and there are many factors affecting achievement, including ability, emotional state, age and maturity. We endeavour to identify these needs as they arise and provide appropriate support to ensure that all students make progress. At Sir Bernard Lovell, all teachers are teachers of special needs and as such, the majority of students' additional needs will be met through the expectations outlined in the Sir Bernard Lovell Teaching and Learning Policy. This is directed by the classroom teachers and supported by the Learning Support team.

Aims

Sir Bernard Lovell Academy aims to

- 1.1 provide a broad and balanced curriculum for all our students
- 1.2 promote a positive ethos with an atmosphere of encouragement, tolerance and respect for each other so that all students can achieve their best
- 1.3 identify a student who needs support as early as possible and adapt the curriculum effectively and/or implement appropriate interventions to support their needs
- 1.4 develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- 1.5 identify, nurture and encourage the skills and talents that all our students develop and celebrate students' successes
- 1.6 work in partnership with our students, parents and the community to improve outcomes
- 1.7 ensure all students are fully supported when moving forward on to further education, training and/or careers.

Identification

We identify the needs of students by considering the needs of the whole person. There are several factors which may impact on progress and attainment such as:

2.1 Special Educational Needs (SEN) and/or Disability (D)

2.2 Health and Welfare (Medical)

2.3 English as an additional language (EAL)

2.4 Attendance and Punctuality – in a separate policy

Special Educational Needs and Disability

The SEN/D Code of Practice 2014 defines SEN and Disability as the following:

3.1 SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age.** Special educational provision means **educational or training that is additional to, or different from,** that is made generally for others of the same age in a mainstream setting in England.*

3.2 Disability: *Many children and young people who have SEN/D may have a disability under the Equality Act 2010 – that is “... **a physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities.**” This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

3.3 The broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

3.4 These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to enable the development of appropriate adaptations to the curriculum, not to fit a student into a category.

3.5 In the recent guidance identifying behaviour as a need is no longer an acceptable way of describing SEN/D. Any concerns relating to a student’s behaviour may sometimes be

described as an underlying response to a specific or range of needs. In school we endeavour to recognise and identify this through our understanding of the student.

A Graduated Approach to SEN Support

The 2015 Code of Practice for SEN/D clearly states that

4.1 *'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'.*

4.2 High quality teaching and learning delivered by class teachers includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum for all students.

4.3 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff because high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN/D.

4.4 Teachers have a range of inclusive strategies to meet the needs of different types of learner. They will support the learning of students who are at different levels of ability and who work at different rates.

4.5 All teachers use inclusive teaching strategies, for example ensuring different coloured paper is available for dyslexic learners and ensuring that all classrooms are SEN/D friendly and that all resources are accessible for all students.

4.6 Additional intervention and support does not replace or compensate for a lack of good quality teaching.

4.7 Senior and middle leaders at Sir Bernard Lovell Academy regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of SEN/D most frequently encountered.

4.8 If there are further concerns for a student the school will work closely with staff, the student and their family to arrange the appropriate interventions if needed.

4.9 Once a student is identified as being two or more years behind their peers and needing additional support the ASSESS-PLAN-DO-REVIEW cycle will begin, this involves:

ASSESS:

- Collecting further evidence of the student's needs including any formative data or support agency advice.
- Observations of learning used to identify learning strengths with a focus on what the student **can** do.
- A member of the Learning Support team will meet (currently via video link) with the parents of each student on the SEND Register three times a year. The meeting will focus on the views of everyone involved, including the student, and on how we can work together to ensure progress is made.
- Seeking the support of the SENDCo as necessary.

PLAN

- Planning and setting SMART targets and regularly keeping parents informed of progress.
- This may include external assessments and teachers' evaluative contributions.

DO

- Using assessment information and details from observations and teacher feedback students may attend short, targeted interventions. This information is shared with teaching staff to ensure the students' needs are met in the classroom.
- Reviewing the plan with parents and setting new targets if progress has been made in line with expectations
- Issuing any information via the SEND Register and MINTclass to teaching staff in order to ensure that the Assess, Plan, Do, Review cycle is being used to inform teaching and learning.

REVIEW

- If, after a period of 'early action' and where students have not made adequate progress, the school staff and other adults involved with the student and the SENDCo will consider if further or continued support is required.
- If this is the case, the student will now be identified as receiving **SEN Support**, the single category of SEN/D.
- Parents are informed of this and are also advised of any interventions or support that can be put in place.

Managing students' needs on the SEN/D register

5.1 If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may be sought from an outside agency.

5.2 The impact of this advice will be monitored and reviewed. We may refer to a range of universal and specialist services and expertise including:

- Outside agencies eg Physiotherapy, Speech and Language, Educational Psychologist, Sensory Impairment, Paediatricians, CAMHS and Health Workers.
 - Health Care staff who are trained to support specific health care needs eg epilepsy, severe allergies, brain injuries.
- 5.3 If expected progress is not evident, despite 'relevant and purposeful action', then the school will consider requesting an Education, Health and Care needs assessment from the Local Authority.
- 5.4 This *may* lead to an Education, Health and Care Plan (EHCP) which replaces the former Statement of SEN; this process should take 20 weeks but can vary depending on the local authority.
- 5.5 Once an EHCP is in place it will be reviewed annually.
- 5.6 Parents and students are involved throughout and will be invited to participate in meetings (currently via video link) and target setting.

Monitoring and Evaluation of SEN/D

- 6.1 Sir Bernard Lovell Academy monitors and evaluates the quality of provision offered to all students.
- 6.2 SEN/D learning walks enable the SENDCo and other members of the school community to audit the quality of provision for students with additional needs in the classroom setting.
- 6.3 SENDCo meets informally with teachers to discuss the needs of individual students and to adapt provision as required.
- 6.4 Further meetings are held to monitor progress of several students and identify further allocation of resources and training needs.
- 6.5 SMART (Specific, Measurable, Achievable, Realistic, Time related) targets are set for individual students and these are monitored and reviewed regularly.
- 6.6 Evidence, as a result of monitoring is used to inform best practice; a strategic plan for SEN/D is developed through a cycle of Assess-Plan-Do-Review.
- 6.7 Through robust evaluation and monitoring arrangements the academy is able to promote an active process of continual review and improvement of provision for all students.

6.8 SEN/D provision and support for vulnerable learners is a focus of governors' meetings. An annual SEN/D report is shared with the governors who monitor and evaluate the progress of SEN/D across the school.

6.9 It is the school's aim to involve parents in the co-production of this policy. Parent views are gathered and these will directly influence our policy for SEN/D students.

Funding of SEN/D support

7.1 Sir Bernard Lovell Academy receives funding for all students including those with Special Educational Needs and Disabilities and additional needs are met through this.

7.2 Funding allocated to the school enables early intervention and appropriate provision for all students with SEN/D.

7.3 For those students with an EHCP, extra funding may be allocated to the school.

7.4 The school may apply for an EHCP if despite intervention and best efforts made, the student still continues to make little or no progress in the areas targeted or assessments from outside agencies, including an Educational Psychologist, indicate that the student would meet the criteria for an EHCP.

Criteria for exiting the SEN/D register

8.1 The role of the teacher is fundamental to the planning and delivery of any additional needs. Learning is personalised by all teachers and targets are set, in collaboration with the SENDCo where appropriate, for students who require them.

8.2 When students have made similar progress to their peers and are broadly achieving in line with their peers, it is appropriate to remove them from the SEN/D register.

8.3 The performance of these students will continue to be monitored to ensure progress is sustained.

8.4 Students with a formal diagnosis but who are working in line with their peers will be added to a SEN/D Monitor list to ensure continued progress.

Sharing Information

9.1 Schools have a statutory requirement to provide a SEN/D Local Offer and Information Report and this can be found on the school website.

9.2 A copy of the Local Offer can be found on the relevant local authority websites as appropriate.

Admission and Transition

10.1 Sir Bernard Lovell Academy adopts an inclusive admissions policy. In the case of a student in possession of an EHCP, the recommendations from the last Annual Review will be taken into account.

10.2 The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure a safe and successful transition from one setting to the next. As such, the Transition Lead and the SENDCO in both schools will communicate to ensure that the transition is as smooth as possible.

10.3 Some students may find transition between year groups a challenge and extra support will be provided. All SEN/D information is passed forward as necessary. Parents are welcome to contribute to the transition process.

10.4 For students transferring within the school year, parents/carers and students will be invited to visit the school for a guided tour. This will be an opportunity to discuss any SEN/D concerns. Information from the previous school is requested or sent on as soon as possible.

Training and Resources

11.1 In order to maintain and develop the quality of teaching and provision in response to the strengths and needs of all students, school staff undertake regular and appropriate training and development.

11.2 The Pastoral Team and Achievement Coaches have regular training to support the needs of the students on the SEN/D register. This is provided and updated depending on the needs of the students with whom they are working.

11.3 All teaching staff and student facing support staff will access training towards the beginning of the academic year where possible.

11.4 If your child has specific needs which require highly personalised training, this will be arranged and specialists will be involved where necessary.

11.5 All teachers and support staff undertake induction when first in post and this includes a meeting with the SENDCo to explain the procedures in place around the school's SEN/D provision and to discuss the needs of individual students.

Supporting children with medical conditions and Disabilities

12.1 All students have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

12.2 The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

12.3 Some students may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs with their special educational provision.

Roles and Responsibilities

13.1 Sir Bernard Lovell Academy has a SENDCo, Miss Connor who has responsibility for the leading and co-ordination of Special Educational Needs.

Monitoring, evaluation and review

14.1 This SEND policy will be reviewed annually in line with the SEN/D Code of Practice.

14.2 It will be shared with the school governors, all school staff and placed on the Sir Bernard Lovell Academy website.

14.3 Any alterations will be made to other sections of the policy as appropriate at this time.

Accessibility

15.1 The Disability Discrimination Act, as amended by the Equality and Disability Act 2010, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

15.2 Schools are required to produce accessibility plans for their individual school.

15.3 The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Sir Bernard Lovell Academy works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time.

Complaints

16.1 Should a young person, parent, carer or social worker wish to complain about the provision or policy, they should refer to our complaints procedure which is available on the school website.

Sir Bernard Lovell Academy Key Personnel

<i>Sir Bernard Lovell Academy Roles and Responsibilities</i>		<i>Governor</i>
Principal	Mr D Anderson	-
SENDCo	Miss S Connor	Mr G Schlick