

Bedford College Academies Trust

Special Educational Needs & Disabilities (SEND) Policy

Status: Statutory	Member of staff responsible: SENDCo, Governors	Implementation date: September 2017
Issue No: 1A	Approved by: BCAT Board	Next Review Date: June 2018

Our Vision

“Our vision is to provide all of our pupils with a first-class academic and technical education comparable with the very best schools nationally, so that when they leave us, they will be highly qualified, motivated and personally equipped to succeed in and contribute to a rapidly changing world, beyond the limits of their imagination.”

Our Values

Student focus - We will seek to achieve a high quality learning experience for every student
High performance - We will strive for consistently high levels of performance in all aspects of our work
Respect, openness and honesty - We will treat everyone with respect, encourage openness and honesty, and recognise each other’s contribution and achievements.

Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEN) and disabled children and young people. The policy refers to the Children and Families Act 2014 and associated regulations. The associated regulations are:

- The Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice 0-25 (Jan 2015)
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

Definition of Special Educational Needs and Disabilities.

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 him or her.

These needs can be categorised in four key areas that may create barriers to learning:

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

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Aims and Objectives of Provision at Wixams Academy

We believe that 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 to adulthood, whether that is employment, training or further and higher education.

Our aim is to ensure that these things happen. In order to achieve this aim, we will:

- Use our best endeavours to make sure that a child with SEN gets the support they need
- Ensure that students with SEN engage in activities alongside those students who do not have
 - SEN
- Designate a teacher to be responsible for coordinating SEN provision (the SENCO)
- Inform parents/carers when special educational provision is being made for a student
- Produce an annual SEN information report

Identification, Assessment and Provision

At Wixams Academy, we recognise the importance of early identification of SEN. Early intervention and response improves the long-term outcomes for students.

Early Identification

Every student's skills and attainment will be assessed on entry to Wixams Academy. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

The needs of students are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Subject teachers should make regular assessment of all students and identify those who are making less than expected progress. The first response to any student who falls in to this category should be highly targeted teaching at the area of weakness by the subject teacher. Following this, if there is no improvement, the subject teacher, in conjunction with the SENCO, should gather further evidence (including the views of the student and parents)
- Concerns raised by parents, the young person and outside agencies and to take account of any information that they provide.
- Standardised screening or assessment tools.
- Behaviour data.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a young person has SEN. If there are concerns, assessment should be made to determine if there are casual factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances a multi-agency approach, such as a CAF may be appropriate.

Once the appropriate assessments have taken place, a decision will be made on whether a student has SEN based on the SEN Support Frameworks (Appendices 114) in one or more of the 4 'broad

areas of need'; Communication and Interaction (Appendix 1), Cognition and Learning (Appendix 2), Social, Emotional and Mental Health Difficulties (Appendix 3) or Sensory or Physical Needs (Appendix 4).

Special Educational Provision at Wixams Academy

Subject teachers are responsible and accountable for the progress and development in their classes, including where students access support from teaching assistants and/or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable students.

In deciding whether a student has SEN, information should be gathered on pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and the students.

Any decision on whether SEN provision is required must start with the desired outcomes, including progress and attainment. This must include the views of the student and the parents/carers. This should then determine the support that is needed.

If any support is to be provided, parent/carers must be informed and a clear date for reviewing progress must be set.

SEN provision will be based on all information received, but initially through our own in school test data. Additional information, such as private assessments, will not be the main data used, as this is not available for all students, but will be used in conjunction with our own data.

Identification and provision will be made through the SEN Support Frameworks for each of the four categories of need (Appendices 1-4).

In class TA support will be allocated to students with a Statement of Special Educational Needs or an EHCP.

Where there is any spare capacity for in class support, the SEN Support Frameworks will be used to decide where the in class support is allocated.

A student's level of SEN need will be recorded on SIMS.

SEN Support at Wixams Academy

Where a student is identified as having SEN, action should be taken to remove the barriers to learning. This support should take a four –part cycle. This is known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do, Review.

Plans will be available to all staff via the student's SIMS area.

All students who are identified as having SEN will have a termly meeting between the school, parents/carers and the student to review the plans. These meetings will set clear outcomes, review

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progress towards them, discuss the support that will be given to help the student achieve the outcomes and identify the responsibility of the parent, student and school.

These meetings will be led by a colleague who has a good knowledge and understanding of the student.

The record of the meetings will be made available to all staff via the student's SIMS area and also given to the parents/carers.

Managing students on the SEN register

The SEN register is reviewed on a termly basis by the SENDCo. Where barriers to learning have been identified and strategies have impacted on progress, it may be decided that the student no longer requires SEN support and will be removed from the register.

The decision to remove the student will be based upon a range of evidence. Where removal of support would be detrimental to the student's continued progress, they may remain on the SEN register despite improving their rate of progress.

However, if a student is removed and their progress becomes a cause for concern at a later date, it may result in them being placed back on the register.

Involving specialists

Where a student continues to make less than expected progress due to SEN, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies.

At any point where a specialist is involved, parents/carers will be fully involved in the process.

Education, Health and Care plans

Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

Where, despite a school having taken the relevant action to identify, assess and meet the needs of a student, the student has not made expected progress, the school and parents/carers should consider applying for an EHCP.

Provision Mapping

Provision maps will be used to track the progress of students where intervention is taking place.

Provision maps will be used in the review part of the graduated approach to support the continuation or changing of any SEN support being given

Admissions

The LA has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parents thinking about applying for their child.

Access

The school has wheelchair accessibility.

All students with SEND are part of the mainstream school. They receive additional support (in class and/or withdrawal) and access a broad and balanced curriculum.

Resources

The overall level of funding (the Notional Budget) for SEN is delegated to the school and is identified in the school budget statement. This amount is not ring-fenced

The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Principal and SENCo.

The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCo are met from the main school budget.

The SENCo has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff.

Role of the Governing Body

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. The Governors and Principal are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.

The duties of the Governing Body are set out in Appendix 5.

Roles and Responsibilities

The Principal has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENCO who keeps the Head and governing body fully informed, through the line management system.

The responsibilities of the SENCO are set out in Appendix 6.

All teachers are teachers of students with SEN and they have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all SEN students in their classes, including where students access support from teaching assistants or any other specialist staff. The responsibilities of the class teacher are set out in Appendix 7.

Teaching Assistants are a valuable part of the support for students with SEN. The SENCo maintains overall responsibility for all teaching assistants. The role of the teaching assistants is set out in

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Appendix 8.

Parental concerns regarding SEN

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the subject teacher/personal tutor. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the year team.
- Arrange a meeting with SENCo - if conflicts cannot be resolved the Principal should be involved.
- Arrange a meeting with Special Needs Governor.
- Arrange a meeting with a sub-committee of Governors.
- Full Governors meeting.

If there are still unresolved issues, contact may be made with the SEND Advice team at the Local Authority.

SEN In-service Training for Staff

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCo is aware of all relevant courses relating to SEND. All staff to have access to this information and the SENCo to advise as necessary.

Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.

Occasionally, specialized training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services working with particular students, e.g., Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service, Autistic Spectrum Condition Support Service.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

Involving Parents/Carers

Wixams Academy will ensure that all parents/carers are fully informed of any SEND their son/daughter may have.

Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling students and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a student's needs. We actively seek to work with parents and value the contribution they make. All parents of students with special educational needs are treated as partners. We expect parents/carers to:

- Recognize and fulfil their responsibilities and play an active and valued role in their son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEN framework.
- Have the opportunity to make their views known about how their son/daughter is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their son/daughter's learning or provision.
- Fulfill their obligations under home/school agreements, which set out expectations of both sides. This will usually be done through: Parent Consultations (informal or formal); I.E.P./PM reviews and Annual Statement reviews.

Student Participation

All students should be involved in making decisions about their education, where possible and appropriate. As part of the student's SEND provision the school should listen to the views of the student.

For students with SEND, we aim to involve the student in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEN to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

All students with SEN are given the opportunity to contribute to their termly reviews. Communication aids such as video or tape may be used if necessary.

Links with External Agencies

The school has positive links with many outside agencies which support the learning and development of the students in our care. The list of agencies changes frequently.

Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENDCO, the SEND Governor and the Principal. Review of the policy will take into account:

- The progress made by students with SEND at the school.
- The success of the school at including students with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

SEN support Framework 2017 (Communication and Interaction)

Level	Possible Indicators		Possible Pupil Support	Staff Involved
5	Statement or Education Health and Care Plan		<ul style="list-style-type: none"> As detailed in the statement or EHCP 	<ul style="list-style-type: none"> SENCO TA Class teachers
	SLCN	ASC		
4	<ul style="list-style-type: none"> Cannot recall more than 4 unrelated items, in the correct order, in a verbal memory task Cannot understand spatial concepts (such as above, below) Cannot understand time concepts (such as today, yesterday) Cannot use pronouns (such as their) Moderate word finding difficulties 	<ul style="list-style-type: none"> Has a diagnosis of ASC or PDD Has difficulty functioning independently in the classroom Has difficulty in following instruction in a whole class situation Social interactions are often inappropriate Misjudges social situations Levels of anxiety may result in extreme behaviours 	<ul style="list-style-type: none"> Withdrawal intervention 6 times a fortnight School Based Support Plan Personal Profile Video Profile Provision Map In class support Social skills group Vocab group Possible request for Statutory Assessment 	<ul style="list-style-type: none"> SENCO TAs Class teachers Educational Psychologist
3	<ul style="list-style-type: none"> Some difficulties with social inference, which impairs the ability to form and maintain social relationships Cannot recall more than 5 unrelated items, in the correct order, in a verbal memory task Cannot, or does not, a two-part instruction Mild word finding difficulties 	<ul style="list-style-type: none"> Diagnosis of ASC or PDD Difficulties with social interaction, communication and understanding which affect behaviour May be socially vulnerable or withdrawn May exhibit inflexibility or focus on own choice of activity Finds changes in routine difficult Struggles to follow instruction in a whole class situation 	<ul style="list-style-type: none"> Withdrawal intervention 3 times a fortnight during lessons School Based Support Plan Personal Profile Video Profile Provision Map In class support Access Arrangements Social skills group Vocab group 	<ul style="list-style-type: none"> SENCO TAs Class teachers
2	<ul style="list-style-type: none"> Some difficulties with social inference Cannot recall more than 6 unrelated items, in the correct order, in a verbal memory task 	<ul style="list-style-type: none"> Generally attends well-structured lessons and follows teacher instructions Difficulties in the area of social relationships Struggles working as part of a group in some contexts 	<ul style="list-style-type: none"> Intervention 2 times a fortnight during tutor time Provision Map Personal Profile Access Arrangements 	<ul style="list-style-type: none"> SENCO TAs Class teachers
1	<ul style="list-style-type: none"> Minor difficulties with social inference 	<ul style="list-style-type: none"> Generally attend lessons and follow teacher instruction May not have a diagnosis of ASD or PDD 	<ul style="list-style-type: none"> Support from class teachers using techniques as recommended in the Inclusive Teaching Strategies booklet 	<ul style="list-style-type: none"> Class teachers Tutors Head of Year

SEN Support Framework 2017 (Cognition and Learning)

Levels	Indicators					Possible Pupil Support	Staff Involved
5	Statement or Education Health and Care Plan					<ul style="list-style-type: none"> As detailed in the statement or EHCP 	<ul style="list-style-type: none"> SENCO TA Class teachers
	Reading comprehension	WRAT	Spelling score	Working memory	Numeracy		
4	≤73	≤80	≤80	≤73	6 sublevels below nationally expected	<ul style="list-style-type: none"> Withdrawal intervention 6 times a fortnight. School Based Support Plan Personal Profile Video Profile Provision Map In class support Possible request for Statutory Assessment 	<ul style="list-style-type: none"> SENCO TAs Class teachers Educational Psychologist
3	74-80	81-84	81-84	74-80	5 sublevels below nationally expected	<ul style="list-style-type: none"> Withdrawal intervention 3 times a fortnight during lessons School Based Support Plan Personal Profile Video Profile Provision Map In class support Access Arrangements 	<ul style="list-style-type: none"> SENCO TAs Class teachers
2	81-84	85-90	85-90	81-84	4 sublevels below nationally expected	<ul style="list-style-type: none"> Intervention 2 times a fortnight during tutor time Provision Map Personal Profile Access Arrangements 	<ul style="list-style-type: none"> SENCO TAs Class teachers
1 – monitoring level. Students not classed as SEN	85-90	91-94	91-94	85-90	3 sublevels below nationally expected	<ul style="list-style-type: none"> Support from class teachers using techniques as recommended in the Inclusive Teaching Strategies booklet 	<ul style="list-style-type: none"> Class teachers Tutors Head of Year

SEN Support Framework 2017 (Social Emotional and Mental Health)

APPENDIX 3

Levels	Possible Indicators	Possible Pupil Support	Staff Involved
5	Statement or Education Health and Care Plan	<ul style="list-style-type: none"> As detailed in the statement or EHCP 	<ul style="list-style-type: none"> SENCO TA/ EWO Class teachers
4	CP plan LAC CiN CAMHS Tier 3 Persistent Absentee School refusal Bacc fail in 2 terms Off target in 5 or more subjects Internal truancy	<ul style="list-style-type: none"> Provision Map School Based Support Plan Personal Profile Video Profile Attendance monitoring Offer of lunch club CAF/CiN plan/CP Plan School Counsellor Mentoring Social Skills work 	<ul style="list-style-type: none"> SLT SENCO HoY EWO TA CAMHS EP Social Care
3	LAC CiN CAMHS Tier 2 Persistent Absentee School refusal Bacc fail in 2 terms Off target in 5 or more subjects Internal truancy	<ul style="list-style-type: none"> Provision Map School Based Support Plan Personal Profile Video Profile Attendance monitoring Offer of lunch club CAF/CiN plan School Counsellor Mentoring Social Skills work 	<ul style="list-style-type: none"> SENCO HoY EWO TA CAMHS EP Social Care
2	Persistent Absentee Disengagement with learning in 3 or 4 subjects Of target in 3 or 4 subjects Bacc failure in one term LAC	<ul style="list-style-type: none"> Provision Map Personal Profile Attendance monitoring Offer of lunch club PSP School counsellor Positive report 	<ul style="list-style-type: none"> HoY EWO TA Attendance Officer
1 – monitoring level. Students not classed as SEN	Lack of homework Significant broken attendance weeks Disengagement with learning in two subjects Off target in 2 subjects LAC	<ul style="list-style-type: none"> Attendance monitoring Offer of lunch club Achievement Support Plan Support from class teachers using techniques as recommended in the Inclusive Teaching Strategies booklet 	<ul style="list-style-type: none"> Class teachers Tutors Attendance Officer

SEN Support Framework 2017 (Sensory and Physical)

APPENDIX 4

Levels	Indicators				Possible Pupil Support	Staff Involved
5	Statement or Education Health and Care Plan				<ul style="list-style-type: none"> As detailed in the statement or EHCP 	<ul style="list-style-type: none"> SENCO TA Class teachers
	Visual	Hearing	Medical			
4	<ul style="list-style-type: none"> Vision is deteriorating Restricted visual field Distance vision 6/36 or worse Mobility is affected 	<ul style="list-style-type: none"> Associated difficulties with communication and language 			<ul style="list-style-type: none"> Personal Profile School Based Support Plan Video Profile Provision Map In class support Possible request for Statutory Assessment 	<ul style="list-style-type: none"> SENCO TAs Class teachers Educational Psychologist Sensory Needs team
3	<ul style="list-style-type: none"> Registered as partially sighted Distance vision worse than 6/18 Spatial and perception difficulties Coordination difficulties 	<ul style="list-style-type: none"> Moderate to profound hearing loss (possible use of hearing aids) 	unable		<ul style="list-style-type: none"> Modified print size Resources made available electronically School Based Support Plan Personal Profile Video Profile Provision Map In class support Access Arrangements Building modifications Audiological support equipment 	<ul style="list-style-type: none"> SENCO TAs Class teachers Sensory Needs team Site team
2	<ul style="list-style-type: none"> Frustration with work Speed of reading and writing below average 	<ul style="list-style-type: none"> Mild hearing loss Difficulty with attention and/or concentration 	Requires significantly longer to perform tasks		<ul style="list-style-type: none"> Provision Map Personal Profile Access Arrangements 	<ul style="list-style-type: none"> SENCO TAs Class teachers Tutors Head of Year
1 – monitoring level. Students not classed as SEN	<ul style="list-style-type: none"> Visual difficulties that cannot be corrected by glasses Gets tired easily 	<ul style="list-style-type: none"> Mild hearing loss 	Fatigue		<ul style="list-style-type: none"> Support from class teachers using techniques as recommended in the Inclusive Teaching Strategies booklet 	<ul style="list-style-type: none"> Class teachers Tutors Head of Year

The Role of the Governing Body

- Ensure that when the LA has informed the Principal that a student has special educational needs and disabilities that these needs are made known to all staff who are likely to teach the student.
- Ensure that teachers in the school are aware of the importance of identifying and providing for students with SEND.
- Ensure that parents are notified of a decision by the school that their son/daughter has SEND.
- Consult the LA and the governing bodies of other schools in the interest of a coordinated special educational provision in the area as a whole.
- Report annually to parents on the implementation of the school's policy for students with special education needs.
- Ensure that a student with SEND joins in the activities of the school, together with other students so far as it reasonably practical and compatible with the efficient education of all students.

The Governors evaluate the success of the educational provision for pupils with Special Educational Needs by:

- The appointment of Governor responsible for special educational needs.
- Regular SENCo and SEND Governor meetings.
- SEND Governor to be involved in the appointments of SEN staff when it is appropriate.
- SEND Governor visits to monitor provision.
- SEND Governor discussion with parents.
- SEND Governor discussion with students.
- SEND Governor liaison with the SENCo to produce and present the annual report to parents.

The SEND Governor is responsible for reporting to the main governing body regarding SEN issues.

The Responsibilities of the SENCO

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs.
- Liaising with the Designated Teacher where Looked After Child has SEN.
- Advising on the Graduated Approach.
- Liaising with and advising fellow teachers.
- Advising on deployment of the schools notional delegated budget.
- Managing teaching assistants.
- Overseeing the records of all students with special educational needs.
- Liaising with parents of students with special educational needs.
- Contributing to the in-service training of staff.
- Working with the Principal to ensure that the school meets its responsibilities under the Equality Act (2010).
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The Responsibilities of the Class Teacher

- Inform or seek advice from SENCo when necessary.
- Gather information and make formal assessment about the student.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the student's needs within his/her normal classroom work through differentiation. Recording strategies/actions used.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Contribute to the planning and termly review students with SEN in conjunction with the SENCo, parent and student.
- The handbook/policy for each subject area should contain information regarding the teaching of students with SEND.

APPENDIX 8

The role of the teaching assistants is:

- To support the provision of SEN within the school.
- To follow programmes set by class teacher/SENDCo/outside agencies.
- To keep records and monitor students' progress using the procedures employed by the school.
- To help and assist students with SEN, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support planning.

