

Special Educational Needs Policy

2021-2022

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

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Approved by:

Local Academy Board

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**Buile Hill
Academy**

Enriching Lives, Inspiring Ambitions

1 Aims

All academies within the Trust share common values and an ethos that every child matters. At Buile Hill Academy, we are committed to overcoming all barriers to learning, to ensure each student is able to meet their potential. We expect for all staff to offer an inclusive classroom environment and recognise the strengths of all students.

This policy highlights the principles and procedures for the education of students with special educational needs. The idea of equal opportunity, social inclusion and the right of access to the curriculum for all students underpins our educational practices. Our aim is to ensure that all students get maximum benefits from their education.

Provision for students with special educational needs is based on the SEND Code of Practice: 0 to 25 years, 2014 and will involve all members of staff.

This policy complies with the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- SEN Code of Practice 0-25 (2014)
- Equality Act 2010: Advice for Schools DfE Feb 2013
- School SEN Information Report Regulations (2014)
- Teacher Standards 2012
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014 Partnership with parents /carers plays a key role in enabling children and young people with SEND to achieve their potential.

Buile Hill Academy recognises that parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents and carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. Students often have good insight and knowledge of their own needs and how these needs can best be met in school. Their views about what sort of support would enable them to make the most of their education will be ascertained.

They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs and subsequent reviews.

The SEND policy will be regularly updated to reflect all statutory changes and ensure the SEND Code of Practice is adhered to. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

1.1 Each academy within Consilium Academies Trust shall ensure that:

- the special educational needs of students will be addressed and students will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- it has a Special Educational Needs & Disability Co-ordinator (SENDCO). The SENDCO will maintain and regularly review the SEN record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

1.2 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2 Definitions

2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A Child or Young Person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

3 Roles & Responsibilities

3.1 The implementation of this policy will be monitored by the Local Academy Board and remain under constant review by Mrs A Bellers, SENDCO /Assistant Head Teacher & Leader of Inclusion.

- The Local Academy Board will appoint a link member with responsibility for SEN. The SEN member will raise SEN issues at local academy board meetings; monitor the quality and effectiveness of SEN provision within the academy and work with designated senior leaders to develop the SEN policy and provision.
- The Head Teacher will work with the SENDCO and SEN Governor to develop the SEN policy and provision within the school. The Head Teacher has overall responsibility for the provision and progress of learners with SEND.
- The SENDCO will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2014.
- Class teachers are responsible for the progress and development of every student in their class and will work with the SENDCO and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any student with SEND.

3.2 The academy will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents of SEN students will be able to discuss the needs of their child with their child's form tutor, Head of Year or the SENDCO.

4 Identification & Assessment of SEN

4.1 Information about previous special educational needs will usually accompany students upon entry to the academy and this will be used by the SENDCO to make sure appropriate provision is continued.

4.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before students start at the academy. If necessary, a strategy sheet will be drawn up for each student with SEN.

On entry all to secondary provision, students are assessed and the data from these tests is then analysed by the SENDCO and Subject Leads to identify any potential areas of need. Students are only added to the SEN Record in line with the Code of Practice guidance for SEN should they have an identified area of need. When identifying SEN, Buile Hill Academy is aware of and has regard for the following;

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN

- Slow progress and low attainment do not necessarily mean that a child has SEN
- Attainment in line with chronological age means that there is no learning difficulty or disability

Difficulties related solely to limitations in English as an additional language are not SEN.

(SEND Code of Practice 0-25 2014)

If students do not make adequate progress as a result of quality first teaching, differentiated for individual students then students are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle.

- 4.3 The assessments taken by students upon entry include Cognitive Ability Tests (CATs) and baseline assessments in all subject areas to ensure that we can identify the level of support required in the classroom and the appropriate interventions to support progress across the curriculum
- 4.4 Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas by Subject Leads. If a student has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the student setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed.
- 4.5 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A strategy sheet will be drawn up by the SEN team with copies shared with all staff concerned with the student's progress.
- 4.6 If a parent/carer refers their child to the academy as they believe their child has special educational needs they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented in accordance with paragraphs above.
- 4.7 In all cases, where internal support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.
- 4.8 If there are no concerns regarding the students' academic progress then the academy will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.
- 4.9 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.
- 4.10 All staff teaching students on the SEN record will be made aware of the individual needs. Subject Leaders and the Special Needs team will help teachers when required to develop techniques to support differentiation and ensure that appropriate resources are available as part of the academy's Professional Development Programme.

5 Reviewing

- 5.1 All students regardless of needs are set targets. Data collated during the academy reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using individual Provision Plans and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENDCO may refer to a specialist services such as an Educational Psychologist.
- 5.2 If a student has an Educational Health Care Plan an annual review is held in accordance with legal requirements. All external professionals will be invited to attend to support the yearly review.
- 5.3 If, as a result of appropriate progress, a student is removed from the SEN record. The student will continue to be monitored through the academy's structured reporting programme by the Subject Leads.

6 Policy Links

This policy should be read in conjunction with:

- SEN Information Report (updated annually)
- Equality Policy & Objectives
- Accessibility Plan

