



Blue Coat Church of England Academy

Special Education Needs and Disabilities Policy

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	Signature	
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Ephesians 4:1: "I urge you to walk in a manner worthy of the calling to which you have been called".

Blue Coat Church of England Academy is an inclusive Christian learning environment, our school values underpin all of our policies: Wisdom, Endurance, Service, Kindness and Hope.

Introduction

This policy was created by the SENDCo in liaison with Governors, SLT, all staff and parents of pupils with SEND. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following documents.

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions August 2017
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Assessment Policy

Beliefs and Values

Blue Coat Church of England Academy places great importance on striving to meet the needs of ALL pupils in the school, and fully recognises that some pupils will require additional help to access the curriculum and fully participate in learning.

ALL pupils, whatever their ability, have an entitlement to a broad and balanced curriculum tailored to their individual needs. They have the opportunity to achieve their full potential and to fully participate in their own individual learning.

Aims and Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole school, whole pupil" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN Inclusion policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To provide support and advice for all parents of pupils with special educational needs pupils.

Definitions

Definition of SEN: A pupil 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.

A pupil of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

Definition of disability: Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ SEN Code of Practice (2014, p5)

Provision

At Blue Coat C of E Academy we are highly inclusive and can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance Autism, Visual Impairment, learning difficulties and behavioural and social and emotional difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs are met.

Our school also meets the needs of pupils with an Education, Health and Care Plan with the following kinds of needs: Speech Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH), Sensory Needs and Cognition and Learning. Decisions on the admission of pupils with a statement or Education, Health and Care Plan are made by the school with advice from the Local Authority.

The admissions arrangements for pupils without an Education, Health and Care plan do not discriminate against or disadvantage disabled pupils or those with special educational needs.

Identifying Special Educational Needs

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all intervention/adjustments and good quality personalised teaching.

At Blue Coat C of E Academy both teachers and other adults are aware of their pupils' capabilities, prior learning and understanding. They are supported by the school's assessment for learning records which help inform next steps. This ensures target setting is rigorous and based on detailed

knowledge of the pupils. Pupils are set targets and assessed against these throughout. As well as continual teacher assessment through pupil observation, questioning and marking, summative assessments are undertaken three times a year.

The SEND Code of practice clearly states that 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. (2014 pg. 88, 6:37). Where progress is not sufficient, even if a special educational need has not been identified, we will put in place extra support to enable the pupil to catch up. Detailed information about this support is available in our SEND Information Report.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. We have access to external advisors from CAHMS, our Speech and Language Therapist (SALT), our Educational Psychologist (EP), Occupational Health (OT), Visual impairment (VI) and Physiotherapy.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a Individual Support Plan (ISP) or SEN Support Plan and reviewed every term, and refined or revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We always ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. This is done through the use of in-house training, external provider training and specific training from our EP.

The Academy's approach to teaching pupils with special educational needs.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered SEN Code of Practice (2014, 6.37)

In meeting the needs of every pupil the school employs some additional teaching approaches, for instance, one to one tutoring, precision teaching, mentoring, small group teaching. We offer a

wide range of in-house pragmatics groups; these usually focus on Attention and Listening, Speech and Language and Social Communication. We use personal visual timelines to help pupils understand what lesson is coming next. Some of these strategies are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

How the school adapts the curriculum and learning environment for pupils with special educational needs.

Pupils whose struggle with their Social, Emotional and Mental Health will have access to either 1:1 sessions or small group sessions on a regular basis with staff trained in a number of interventions, including Lego Therapy, Zones of Regulation, Social Stories and Art Therapy. We use the Boxall Profile to identify the areas of need and use this information to create an ISP for the individual pupil.

For pupils who are lower academically to their peers, they will follow the same curriculum as the rest of the school alongside attending Intervention sessions which help boost their literacy skills and/or numeracy skills. The class may have Learning Support Worker allocated in the majority of lessons.

When your child enters Key Stage 4 they will be guided to make the correct choices for their option subjects. They will meet with a member of the Senior Leadership Team and the schools career advisor to discuss their career pathway and the options available to them. These meeting will ensure they have made informed choices.

In KS5 we offer a pathway designed for SEND students who would not normally qualify for mainstream 6th form due to them not achieving the required level 4 in either English or Mathematics. This pathway is tailored specifically to the needs of those who require additional academic, social and emotional support, and may find the challenges of moving to a college setting demanding and overwhelming. Pupils will develop their independence and life skills preparing them for adult and working life. They will undertake Work Experience over a set period of weeks

Additional support for learning that is available to pupils with special educational needs.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is in our Information Report. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

If a pupil's Education, Health and Care Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated, this is called 'High Needs

Funding'. Parents will have a say in how this is used. They will be told if this means they are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

How the school evaluates the effectiveness of its provision for pupils

Each review of the Individual Support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the pupil, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Every pupil in the school has their progress tracked (See Assessment Policy for more detail). In addition to this, pupils with special educational needs may have more frequent assessments of communication skills, social skills, reading age, spelling age for example. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the Individual Support Plan will be reviewed and adjusted. From this process it enables us to promote an active process of continual review and improvement of provision for all pupils.

Information about the expertise and training of staff in relation to pupils and young people with special educational needs and how specialist expertise will be secured.

All teachers and Support Workers (SWs) have had the following training: Identifying and Support SEND pupils. SWs have had further training in Pragmatics (Social Skills group), Lego Therapy, and Precision Teaching. All SWs receive on-going training in specialist areas such as Dyslexia and ADHD.

The Support Workers all deliver identified interventions to pupils. They are responsible for the planning, delivery and recording of the interventions. They also do In-class and are responsible for supporting pupils within lessons.

Alongside the Special Educational Needs Coordinator (SENDCo) is the Assistant SENDCo who is responsible for the day to day running of the department alongside completing Medical plans for

pupils with medical needs. They are also responsible for the transition of KS4-5 pupils onto our KS5 Level 1 pathway. They are readily available in the absences of the SENDCo.

Where a training need is identified beyond this we have a wide range of partners who are able to deliver it. We work closely with our Educational Psychologist, our Speech and Language Therapist, the Visual Impairment Team and, Occupational Therapy and Physiotherapy services. The cost of training is covered by the notional SEN funding.

The arrangements for consulting parents of pupils with special educational needs about, and involving them in, their education.

When pupils have an identified special educational need or disability before they join Blue Coat C of E Academy, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.

If you tell us you think your child has a special educational need we will discuss this with you and assess your pupil if appropriate, seeking advice from more specialised services such as Educational Psychology or Speech Therapy – we always share our findings with you and the next steps we need to take.

If teachers feel that a pupil has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help pupils towards success. We will observe a pupil's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school becomes concerned about a pupil, the parents will be contacted immediately by their class teacher or the school's SENDCo.

We hold a review every term, this allows all school staff, other professionals and family or carers involved with a pupil, to share information, celebrate progress and achievement and plan next steps. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. The SENDCo and SWs will also be available at parent consultation evenings to discuss any further concerns, or to get on update on the progress being made.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated then shared with parents during consultation evenings.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

We will involve all pupils with special educational needs in the arrangements made for them, and the review of those arrangements, as part of person-centred planning. Parents are likely to play a significant role in the early years with the pupil taking more responsibility and acting with greater independence as they grow and mature. Pupils with communication difficulties are provided with a home-link book. This tells the parent/ carer about the sort of activities the pupil has been undertaking at school, so that they can discuss these at home.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Your first point of contact is your child's subject teacher or Head of Year. In addition, our SENDCo is here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Principal at any time. If he cannot solve your issues, then you may speak to any of our school governors.

If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the SENDCo.

The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 652871. Alternatively, the Information, Advice and Support Services (SENDIASS) (01922 650330) provide independent information and advice.

Links to Other Policies

SEND Information Report

This report identifies the implementation of the policy for SEND pupils.

Accessibility Policy

The Disabilities Discriminations Act has amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of school for disabled pupils and to implement their plans. See Accessibility plan for further information.

Medical Policy

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality act 2010.

Unfortunately due to the nature of our school site, we are unable to cater for pupils who have significant mobility difficulties.

See the Medical policy for further information

Bullying Policy

See Bullying Policy for further information

Appendix

SEND Policy- Available to view on our school website www.bluecoatacademy.org