



# Robert Bloomfield Academy

## Special Educational Needs and Disability Policy & SEN Information Report

Current Version	April 2024
Minor changes made	Update to SEN Information Report and Provision map
Significant changes made	
Ratified	
Validity	Yearly
Next Review	April 2025
Author	H Booth, SENCO



## 1. Rationale and Aim

The aim of this policy is to:

- Enable the best possible outcomes, aspirations and achievement for children and young people educated within Robert Bloomfield Academy (RBA) and to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- Inform as to how SEND needs are identified and the correct provision provided for so that children and young people with SEND have access to a full and varied curriculum.
- Enable parents, carers and external agencies to work together with the Trust schools so that the needs of children and young people with SEND are fully met.

## 2. Policy

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010).

## 3. Procedure

### Definitions:

The 2014 Code of Practice states that a child or young person has SEND if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.”

“A child or young person has a learning difficulty or disability 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.”

A disability is defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

Making higher quality differentiated teaching (normally available to the whole class) is likely to mean that fewer pupils will require such support.

### Identifying SEND:

Pupils/students will be identified through ongoing assessments by the child or young person’s teachers, and brought to the attention of the Special Educational Needs Coordinator (SENCO) if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person’s area of weakness.

Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

The SENCO will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

The Code of Practice 2014 outlines the four broad areas of need as:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

### **Special Educational Provision**

Special educational provision is educational or training provision that is additional to or different from that delivered generally for other children or young people of the same age.

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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

RBA will take a graduated response to supporting children and young people with SEND (linked to CBC SEN Graduated Response documents).

The special educational provision in place should follow the four-part cycle:

- 1. Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.
- 2. Plan.** This is likely to involve the SENCO, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.
- 3. Do.** The SEND Code of Practice places the teacher at the center of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.
- 4. Review.** The progress of pupils who are receiving SEND Support should be reviewed termly and RBA should consult with parents three times a year. This may form part of the individual academies regular tracking processes.

RBA within the Trust will outline its special educational provision in their provision map documents (see Appendix 1), which will form the basis of the Academy and Trust offer.

Where a child has SEND that can be met with high quality, differentiated classroom teaching, they will be recorded as a 'Monitor' on the SEN profile so that all staff are aware of their needs and strategies to support them in the classroom.

When it is felt that a child or young person requires special educational provision, as outlined above, the Academy will enter their names on their SEND profile as requiring SEND Support, set up a Learning plan, where necessary, and review this termly with parents.

Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENCO will follow the statutory guidance on requesting an assessment for an Education, Health and Care Plan (EHCP). Children with EHCP under the 2014 Code of Practice will have a Learning plan set up, and have their progress reviewed termly with parents by a member of the teaching staff. Annual reviews of EHCP's will be carried out by a member of RBA SEN team, with parents, pupils and professional's contribution.

**Transition:**

RBA will work closely to ensure smooth transition at all transfer points to make sure that there is clear communication about SEND.

**5. Monitoring and Evaluation**

This policy and the effectiveness of SEND support in RBA will be monitored throughout the academic year as part of the usual self-evaluation systems in schools.

Every year, individual schools will publish, on their websites, a SEND Information Report (see Appendix 2) in response to section 6.74 of the Code of Practice (Clause 65).

**6. Implementation and Review**

This policy will be implemented by all staff of RBA, and the SEN team oversee the day to day implementation.

It will be published on the RBA website alongside the SEND Information report, and governors of RBA will be informed at review which will take place annually in the summer term.

**7. Author and Date**

Author: Helen Booth (Director of SEND- SENDCO)

Approved by Local Governing Body

Date: April 2024

**8. Appendices**

Appendix 1 – Provision Map

Appendix 2 – SEN information report

**Individual Contact:****Robert Bloomfield Academy**

The named SENCO at Robert Bloomfield Academy is Helen Booth

Contact through

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**Appendix 1**

<b>Robert Bloomfield Academy Provision Map March 2024</b>				
	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Sensory and/or Physical Difficulties</b>	<b>Social, Emotional and Mental Health</b>
Wave 1	Adapted curriculum planning, work, intentions, success criteria. Adapted delivery and resourcing. Scaffolding and modelling Visual timetables Writing frames Key words/Vocab shared In Class support from LSA Study Club for homework support Planning between form tutor and parent	Adapted curriculum planning work Visual timetable Continuity and routine followed Scaffolding and modelling and understanding confirmed Small group work In class support from LSA Pupil support Planning between form tutor and parent	Flexible teaching arrangements Structured routines /arrangements around class and school (seating etc.) Availability of resources Medical care plans incorporated into teaching where needed. Planning between form tutor and parent	Whole school rewards- VOICE Whole school policy for behaviour management and with reasonable adjustments. SMSC programme Peer mentor KS2? Pastoral support from pupil support Use of Extra-curricular club to support social time Planning between form tutor and parent
Wave 2	Group support from TA Soundwrite programme Intervention groups Handwriting Club Touch typing club Liaison with external agencies Small set for literacy/numeracy Planning between SENCO and parents Lexia Programme Use of Link EP	Social skills groups 1:1 pastoral support - mentoring Speech and language therapy Invitation to social groups Liaison with external agencies Use of Link EP Planning between SENCO and parents	Additional support in PE/Design Touch typing Laptop available for long pieces of writing Fine motor skills intervention strategies (Physio – as directed by Physiotherapist) Planning between SENCO and parents Use of Link EP	Invitation to Social group 1:1 pastoral support mentoring Flexible access to curriculum Pastoral Support Card with identified safe space and named adult Planning between SENCO and parents ESLA intervention Use of Link EP
Wave 3	LSA support in class to facilitate access to curriculum 1:1 Soundwrite programme Fully adaptive curriculum/planning Tailor made resources Support from outside agencies	LSA support in class to facilitate access to curriculum Home-School link Support from outside agencies Speech and language therapy Talkabout intervention	LSA support in class to facilitate access to curriculum Support at break and lunchtime Modification to environment Support from outside agencies	Individual curriculum arrangements 1:1 behaviour programme Lesson report/contact Home-School link Parent support meetings Support from outside agencies ESLA intervention Talkabout intervention

## **Appendix 2**

### **SEN information Report**

This page provides information about how we are implementing our SEND Policy

1. What kinds of SEN do we provide for?
  - We are a mainstream academy for young people aged 9-13.
  - We provide support for all types of SEN and Disabilities, and some of our students have Education, Health and Care Plans.
  - Our site is fully accessible.
  
2. What is our policy for identifying children and young people with SEN and assessing their needs, and who is the SENCO?
  - Our SEN policy sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENCO, to assess the needs of the young person in the classroom, and to identify those who may need further support because of a learning difficulty or disability. This will routinely be done through regular ongoing in class assessments, but may involve more specialised assessment from our SENCO or outside agencies.
  - Some students have an Education, Health and Care plan, which clearly set out the needs of the young person.
  - The SENCO is Mrs Helen Booth. Who can be contacted by phone on 01462 628800 or by email via the school office:  
[RBA-Enquiries@Bestacademies.org.uk](mailto:RBA-Enquiries@Bestacademies.org.uk)
  
3. How do we consult with parents of children with SEN and involve them in their child's education?
  - Parents get regular reports from the school regarding students' effort, attitude and progress as well as subject specific targets.
  - There are opportunities throughout the year at parents' evenings to meet with form tutor, subject teachers and the SENCO.
  - Learning Plans will be coproduced with staff, parents and children three times a year for those children who have additional support outside of that provided in the classroom with high quality teaching.
  - As part of Learning Plans we encourage parents to add their thoughts and comments as part of the termly review.
  - Parents are free to contact the school at any time: by phone, email or to make an appointment to have a conversation about their child's progress in school or concerns regarding SEN.
  
4. How do we consult with young people with SEN and involve them in their education?
  - We will always meet with a young person before beginning any specific support and explain what we are doing, and why.
  - We ask students for their views on their needs and record this on their Learning Plan.
  - We have an open door policy where pupils can share their concerns with teaching assistants and SENCOs.
  - We annually provide a questionnaire to a selection of pupils with SEN needs from each year group.
  
5. How do we assess and review children and young people's progress towards outcomes?
  - Class teachers regularly assess student progress as part of their normal practice.
  - We complete reports regularly through the year for all young people, and this information is sent home to parents.
  - The data generated by these reports is scrutinised by the SENCO after each Data Capture Point; those with less than expected progress are highlighted and provisions and interventions reviewed.

- Those students receiving specific SEN support have their progress tracked and monitored by Class Teachers and SENDCO.
  - We try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.
6. How do we support children and young people in moving between lower & middle and middle & upper school, and in preparing them for adulthood?
- There are well planned programmes of transition activities from both lower school to middle school and middle to upper.
  - Additional visits are in place for pupils to develop a smooth transition.
  - Staff from the pupils' new school are invited to key meetings and reviews.
  - Preparing pupils for adulthood is provided in PSHE/ RE/SMSC programmes.
7. What is our approach to teaching children and young people with SEN?
- We want everyone in our school to make excellent progress, and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations for all of our children.
  - This means that there is complete equality of opportunity in the curriculum that is offered to students.
  - We believe that high quality teaching will ensure high quality outcomes for students, so it is essential that students with SEN have access to the same high quality teaching as everyone else in the school.
  - It also means that we will work really hard with pupils with SEN to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing. These may include barriers related to the child themselves, and also those in the learning environment.
8. How have we adapted the curriculum and the learning environment of children and young people with SEN?
- The curriculum is very broad at our school and as such there is something available for all students to succeed at.
  - Lessons are fully differentiated to allow pupils of all abilities to access the curriculum.
  - The site is fully accessible and meets all the requirements of the Equalities Act 2010.
9. What is the expertise of staff to support children and young people with SEN and how do we continue to train them? How do we secure specialist expertise?
- Mrs Booth receives regularly updates through the Local Offer and Central Bedfordshire.
  - Mrs Booth has completed her Masters in Special Educational Needs Award.
  - Staff are encouraged to continue to train as part of their own performance management.
  - We regularly undertake in house training on SEN. In recent years we have had whole school training on Managing SEMH needs, Visual Impairment, De-escalation strategies, Attachment Styles, working with children with mental health needs, managing challenging behaviour, reading with emphasis on those with dyslexia and also supporting Autism.
  - Mrs Booth and the Learning Support Team access additional support and advice from external agencies when necessary.
10. How do we know how effective our provision for children and young people with SEN is?
- As part of the normal school development and self-review cycle, we carefully examine the data from results, student surveys and learning walks to evaluate the effectiveness of the provision.
  - An annual link visit between Governors and Mrs Booth acts as an evaluation of the department.
  - We biannually measure the progress of those children who have access to SoundsWrite Intervention.
  - We have completed a SEN audit in 2023 with CBC and SENCO.

- As a group of SENCOs across BEST Schools, we meet to review and encourage development of SEN related provision and resources.
11. What do we do to make sure children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN?
- There are no barriers for any students with SEN for our activities in school.
  - We actively encourage students with SEN to take part fully in the life of the school.
  - We are a fully inclusive school.
12. What support have we got in place for improving emotional and social development of our students?
- Our provision map shows clearly the provision in place for those young people with emotional and social needs.
  - All pupils have access to Pupil Support Room at break and lunch time if additional support is needed with emotional and social development.
  - We run a peer mentor system, where pupils are nominated by staff to receive additional support from an older pupil.
  - Pupils can access 1:1 mentoring support from named adults around the school.
  - Sensory Room and SEN base.
13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and how do we support families?
- We draw on a range of local providers such as:
    - NHS, Union Street Clinic, Child Development Centre, local GPs, School Nurse;
    - CAMHs;
    - Children's Social Care;
    - Early Help Intervention from CBC;
    - Education Psychology Service;
    - Central Bedfordshire Visual Impairment Team;
    - Central Bedfordshire Hearing Impairment Team;
    - Outreach service from Ivel Valley School;
    - Outreach service from Jigsaw;
    - Outreach service from Oakbank;
    - Outreach service from Weatherfield;
    - Academy of Central Bedfordshire;
    - CHUMS;
  - There are many others that we can access from time to time to help us secure the best possible support for our young people.
  - They may come in and help us with assessments, providing advice as needed, or they may be alternative providers.
14. What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?
- The school has a Parental Complaints Policy which is available from the school office and our website.