

# Special Educational Needs and Disability (SEND) Policy (2018)



## To be reviewed Summer Term 2020

### 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 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 centre 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 meet 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 appendices), 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 Personal Provision Plan (PPP) and review this termly with parents to review progress.

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 Statements under the 2001 Code of Practice or EHCP under the 2014 Code of Practice will have a PPP set up, and have their progress reviewed termly with parents by a member of the teaching staff.

**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 in response to section 6.74 of the Code of Practice (Clause 65).

**6. Implementation and Review**

This policy will be implemented by the staff of RBA, and the SENCO 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: Louise Day (Assistant Principal)      Approved by Curriculum & Standard Committee  
Date: 7<sup>th</sup> June 2018

**8. Appendices**

Appendix A – Robert Bloomfield SEND Offer  
Appendix B – Provision Map

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

The named SENCO at Robert Bloomfield Academy is Louise Day

- [rbloom@robertbloomfield.beds.sch.uk](mailto:rbloom@robertbloomfield.beds.sch.uk), 01462 628800

# SEND (Special Educational Needs and Disability) Information Report

This page provides information about how we are implementing our SEND Policy which can be found here (<https://rba.fireflycloud.net/resource.aspx?id=15926>)

## 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 Louise Day Assistant Principal – Inclusion and Safeguarding, and can be contacted by phone on 01462 628800 or by email via the school office: [rbloom@robertbloomfield.beds.sch.uk](mailto:rbloom@robertbloomfield.beds.sch.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.
- Personal Provision Plans (PPPs) will be sent home three times a year to parents of those children who have additional support outside of that provided in the classroom.
- As part of Personal Provision Plans we encourage parents to add their thoughts and comments.
- 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 PPPs
- 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 reporting cycle and those with that less than expected progress are highlighted and support put in place.
- Those students receiving specific SEN support have their progress tracked and monitored by SENCO.
- 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/ E4L lessons.

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 Day attends regularly termly updates.
- 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 Attachment Styles, working with children with mental health needs, managing challenging behaviour, reading with emphasis on those with dyslexia and also supporting Autism.
- As part of our middle and upper school liaison meetings we run termly training for all staff on different aspects of SEN Practice.
- Mrs Day can access additional support and advice from external agencies if and 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 teacher observations to evaluate the effectiveness of the provision.
- Termly analysis of the progress pupils make in Core subjects is undertaken by Mrs Day.
- A department review is carried out termly, and targets set for the next academic year.
- An annual link visit between Governors and Mrs Day acts as an evaluation of the department.
- We biannually measure the progress of those children who have access to SoundsWrite Intervention.
- In 2017 we completed a SEN audit called AptGo with an external facilitator.

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.

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; ○ Outreach service from Ivel Valley School; ○ ASD specialist teacher from Ivel Valley School; ○ 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.

15. What arrangements are in place for increasing the extent to which disabled pupils can participate in the school's curriculum?

- 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). See SEND Policy for further details.

16. What do the school do to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school?

- The Governors have developed the best of inclusive practice and have modified buildings and access and built a number of disabled toilets as well as a specific changing room. The school's Accessibility Policy see appendix 1 includes short medium and long term plans for the development of the site.

17. What do the school do to improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled?

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of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.

- ii. 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.
- iii. Do.** The SEND Code of Practice places the teacher at the centre 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.
- iv. Review.** The progress of pupils who are receiving SEND Support should be reviewed termly and RBA should meet with parents three times a year. This may form part of the individual academies regular tracking processes.

See SEND policy for further details.

Updated: Feb 2018