

## SEN Information Report for Robert Bloomfield Academy

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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

### 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?

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

Appendix 1

## **Accessible Schools Policy (2018)**

To be reviewed Autumn Term 2010



### **1. Rationale & Aim**

The Governors at Robert Bloomfield Academy continually review the accessibility of the school site to ensure ease of access for all our disabled pupils and staff as well as our day to day procedures and

policies to ensure equal access for all. Consequently the school has successfully catered for pupils and staff with a variety of disabilities and additional needs over the last few years - including visually impaired and physically handicapped children and adults. We are constantly looking for ways to ensure our school is as fully accessible as possible for all our pupils, staff, parents and the local community.

## **2. Policy**

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. From September 2002, the DfES outlawed all discrimination based on pupil access. The Academy's Report to parents firmly states our commitment to preparing accessibility strategies. The Academy's plan came into place in April 2003 and is updated yearly. It will ensure our buildings will be accessible and that parents have a right to complain against our accessibility strategies.

### **Our plan will**

- Ensure all visitors, community users, parents and staff have access to disabled toilet facilities.
- Provide disabled access, seating and toilet for the refurbished drama block.
- Provide use of laptop provision for pupils at risk of underachievement, and ensure full computer access to pupils regardless of socio economic factors.
- Provide specific car parking for disabled visitors and staff
- Provide disabled toilets in the main corridor, medical bay, LRC and year 5 block
- Ensure our school dress code caters for all and is non-discriminatory

### **Practice**

- Site Manager and Vice Principal will complete the Accessibility checklist (DfES Circular 0462/2002). This will be aimed at both school and community provision.
- The Site Manager and Vice Principal will keep the Audit and check it at regular annual intervals (each July, with consideration for new intakes).
- Governors will examine the accessibility audit when undertaking Health and Safety checks (as part of the Site Management Group).
- The accessibility audit will be referred to in future Governors' Site Meetings.
- Robert Bloomfield Academy will follow the guidelines within the Access Plan and **attempt** to follow the timescale.
- Any complaints will be heard in accordance with our current complaints procedure.
- The SENCo will notify the Vice Principal of any new pupils or new circumstances which may require any necessary action or update of our strategies and plan.

## Access Plan 2018-2020

Redevelopment of medical centre has created as a triage and medical bay for all pupils. Additional disabled toilets were installed as part of the new year 5 block and new LRC/Reception Increased disabled parking bays have been installed at the front of school. The school has conducted a full site audit alongside the Visual Impaired team from CBC, this highlighted several key amendments that needed to be completed on site. These have all been full addressed by the premises team.

	TARGETS	STRATEGIES	OUTCOME	TIMESCALE	GOALS
<b>Short Term</b>	Use of laptop/Chromebook/iPad provision for pupils at risk of underachievement, and ensure full computer access to pupils regardless of socio economic factors.	School Inclusion policy.  Use of specialist schools' funding.	Improved standards and levels of literacy and numeracy.	10 in circulation by Summer 2020.	Improved access to ICT for specific groups of pupils.
	Rooms for counselling/confidential support meetings required urgently.	School Inclusion policy.	Improved motivation/engagement and achievement for pupils with emotional/behavioural issues.	Completed Summer 2017.	Improved facilities for meeting the needs of vulnerable pupils.
	Site to be fully visually impaired compliant.	CBC VI site audit.	Key hazards and risks in school identified and action points addressed.	Completed Summer 2018.	
	Pupil uniform – to ensure the uniform of the academy has a unisex option for all pupils and is non-discriminatory.	School Inclusion Policy.	Boys and girls are allowed to wear tailored shorts as part of the school uniform code.	Summer 2018.	
<b>Medium Term</b>	Designated rooms for Soundwrite intervention (SW).	School Inclusion Policy.	Improved standard across all curriculum areas for pupils with Speech & Language difficulties.	The school has 2 designated rooms for SW intervention	
	Designated rooms for Year 7 Catch up funding and maths intervention.	School Inclusion Policy.	Accelerated progress of identified Y7 pupils. Improved standards for across all curriculum areas	Sept 2019.	

	Facilities for supporting pupils with emotional/behavioural difficulties – soft room.  Equipment to support pupils with communication difficulties – laptops with specialist voice recognition software.	Use of specialist schools' funding (CIF).  School Inclusion Policy.	for pupils who underperform in Maths.  Area of school designated as quiet zone with soft furnishings.  Pupils to have access to voice recognition apps to aid writing/demonstrate better understanding.	Completed Autumn 2018 Apps to be purchased and installed on iPads by Autumn 2018	
<b>Longer Term</b>	Physio/treatment room, physio equipment to support needs of pupils with physical difficulties.  Therapy room – including art equipment, music equipment, sport equipment etc.	School Inclusion policy.  Use of specialist schools' funding (SCA/CIF).	Improved support for pupils with physical difficulties and conditions (such as diabetes) where private space for procedures are required.  Improved motivation/engagement and achievement for pupils with emotional/behavioural issues.	Summer 2019.  Summer 2020.	Improve d facilities for meeting the needs of vulnerabl e pupils.  Improve d facilities for meeting the needs of vulnerabl e pupils.

### 3. Monitoring and Evaluation

The effectiveness of this policy will be regularly monitored by the Vice Principal.

### 4. Implementation and Review

This policy will be circulated to all academy staff and published on the academy website for parent/carer information. The policy will be reviewed two yearly.

### 5. Author and Date

Author: Steve Fox (Vice Principal)  
Date: October 2018

Approved by Site Management Committee