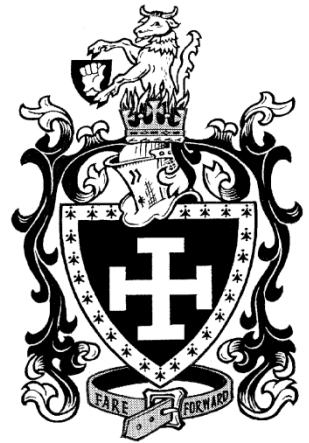


Buckler's Mead Academy



Policy Document

SPECIAL EDUCATIONAL NEEDS POLICY

DRAFT – Behaviour and Safety group will meet on the 16th May 2018 to discuss this policy. Until then it remains in draft format.

Policy Title:	Special Educational Needs Policy
Responsible Person:	SENCO / Sophie Thompson
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<i>Please note: The version of this document contained within the 'Policy Documents' Folder on BMStaff (T:\Admin\Policies and Procedures) is the only version that is maintained.</i>	

Buckler's Mead Academy
Special Educational Needs Policy

**Buckler's Mead Academy
Special Educational Needs Policy**

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP). You can view more information describing this new pathway on Somerset's SEND Local Offer website:

<https://somerset.local-offer.org>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Somerset that have an Education, Health and Care Plan

and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

‘EDUCATING WITH CARE TO ENSURE SUCCESS’

Buckler’s Mead Academy seeks to ensure all students enjoy high quality learning experiences through which they are able to achieve their full potential. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation.

1. Aims And Objectives - ‘Every Teacher is a Teacher of SEN’.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students’ achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

Objectives:

- **Staff members seek to identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child’s entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Sancho.
- **Monitor the progress of all students** in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum.** This will be co-ordinated by the Sancho/Assistant Sancho and Learning Support Department and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students’ needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child’s progress.

- **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone. Buckler's Mead Academy receives further support from Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Visual Impairment Service and Hearing Impairment Service.
- **Create an environment where students can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals.

2. Responsibility for the Coordination of SEN Provision

- The person responsible for overseeing the provision for children with SEN is Mrs S Thompson (SENCo).
- The person co-ordinating the day to day provision of education for students with SEN is Mrs S Thompson and Mrs J Coate (Senior PLT).

3. Arrangements for Coordinating SEN Provision

The Learning Support Department will hold details of all SEN Support records such as the SEN Register, Provision Maps, PLPs and structured conversation minutes for individual students.

All staff can access the following documents on the SLP:

- The Buckler's Mead Academy SEN Policy.
- A copy of the full SEN Register (SIMS) (pyramid of need appendix A).
- Guidance on identification of SEN in the Code of Practice.
- Information on individual students' special educational needs including Personalised Learning Passports and information sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through Somerset's SENDS Local Offer.

By accessing the above, every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission Arrangements

Please refer to the information contained in our prospectus.

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any

level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Students with EHCPs will be assessed by the SEND team at county hall to help secure an appropriate placement to meet a child's needs.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

5. Specialist SEN Provision

Buckler's Mead Academy is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion **see Section 10**.

At Buckler's Mead Academy we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6. Facilities for Students with SEN

Buckler's Mead Academy buildings are leased from Somerset County Council. The site building regulations comply with all relevant accessibility requirements and an Accessibility Plan is in place which considers the restrictions of the site and any plans for development to improve accessibility. Senior Leaders and site manager oversee the maintenance of the site. The majority of building are wheelchair friendly, but there are aspects of the school site which remain difficult for wheelchair access, e.g. Level 2 and 3 of the main block.

Learning Support is located across the site in 3 separate buildings for students with SEN to access.

7. Allocation of Resources for Students with SEN

All students with SEN will have access to Element 1 and 2 of a school's budget, which equates to £6,000. For those with the most complex needs, additional funding (High Needs) is retained by the local authority. The SENCo will apply for additional funding via the banding system which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for additional funding. It is the responsibility of the senior leadership team, SENCo and Directors to agree how the allocation of resources are used.

A number of SEN students may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

8. Identification of Students Needs

Identification:

See definition of Special **Educational Needs** at start of policy.

A Graduated Approach: 'Every Teacher is a Teacher of SEN'.

High Quality Teaching: 'The baseline of learning for all students'.

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo/Learning Support will be consulted as needed for support and advice and may wish to observe the student in class.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with Buckler's Mead Academy
8. The Student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Student progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEN Support:

Where it is determined that a student does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a student with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do

- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a child as needing SEN support the subject teacher, working with the SENCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support professionals are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a student with SEN support, parents will be informed in writing. Planning will involve consultation between the teacher, Head of Year, SENCo, Head of Inclusion and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The tutor, Head of Year and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream

classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviewing student progress will be made at regular 'Closing the Gap' (CTG) meetings. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo and Head of Year if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents (Appendix A)
- Teachers
- SENCo (Appendix B)
- Social Care
- Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://someset.local-offer.org>

Or from SEND information and advice service

<http://www.somesetsend.org.uk/welcome/>

Or by speaking to an Education, Health and Care Plan Coordinator from the SEND team at county hall.

Or by contacting the Parent Partnership Service on:

01823 355 578

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Somerset County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Somerset SEND Local Offer can be found on the Buckler's Mead Academy website homepage. For further information please contact the SENCo or Learning Support Department.

9. Access to the Curriculum, Information and Associated Services

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by Buckler's Mead Academy as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school, locally and nationally. Staff members are encouraged to attend voluntary twilight and INSET training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Students with SEN

The SENCo, Head of Learning Support and Senior Leadership Team are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

10. Inclusion of Students with SEN

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual students, from external support services through the termly 'SEN Consultation Meetings'. The Somerset Local Safeguarding Children Board is also available for Heads of Year and nominated Safeguarding Officers to access. Where a behavioural incident warrants exclusion the relevant (where applicable) Head of Year, SENCo, Head of Inclusion and member(s) of SLT will consider the incident in line with the Academy Exclusion Policy.

11. Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEN provision Buckler's Mead Academy encourages feedback from staff, parents and students during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Student progress will be monitored as explained in **Section 8** in line with the SEN Code of Practice. The Learning Support Department offer an Open Door policy where parents can access the SENCo and Learning Support Department regularly by making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCo in

consultation with the Headteacher, Directors and Learning Support Department. Information is gathered from different sources such as student and parent surveys/ Teacher and staff surveys/parents evenings/consultation evening/report feedback forms. This will be collated and published by the governing body of an Academy School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. Complaints Procedure

Refer to the Buckler's Mead Academy Complaints Policy.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENCo, Learning Support Department and Senior Leadership who will be able to offer advice on formal procedures for complaint if necessary.

13. In Service Training (CPD)

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The academy seeks the support of the SEN Support Service when a need for specialist training is identified. The Learning Support Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCo attends relevant SEN courses, Federation SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the academy.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (**see Section 11**).

14. Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCo and Learning Support Department who will then inform the child's parents. The SENCo, Assistant SENCo and Head of Inclusion attend weekly Inclusion Meetings. At this time any relevant information

regarding students with SEN is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

15. Working in Partnerships with Parents

Buckler's Mead Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

Learning Support staff provide support to teaching staff throughout the Academic Monitoring process and will attend meetings upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link Director may be contacted in relation to SEN matters.

16. Links with Other Schools

Buckler's Mead Academy is a member of **The Yeovil Federation**. This enables the Federation Schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review especially at key transition periods e.g. Year 6. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENCO in consultation with external agencies. Transition Plans are drawn up in accordance to parental, student and staff views follow the actions of a Review Meeting. Students with extra High Needs funding where appropriate will also receive an annual review.

17. Links with Other Agencies and Voluntary Organisations

Buckler's Mead Academy invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo and Learning Support Department are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Speech and Language Service
- Visual Impairment Service
- Hearing Impairment Service
- Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

18. Please see the following SEN report on Buckler's Mead Academy for further information about the SEN department and interventions offered.

<http://smartfuse.s3.amazonaws.com/cc0204066b67e4768cc5e1f36c857e51/uploads/2018/03/Special-Educational-Needs-and-Disability-school-report-2018.pdf>

Signed _____ [Name] (Headteacher)

Date _____

Signed _____ [Name] (SENCo)

Date _____

Signed _____ [Name] (Chair of Directors)

Date _____

DRAFT

Appendix A



Update Oct 2017

SEND Pyramid Guidelines

SEND Department
2017 / 2018

