

Policies & Procedures

SEND Policy

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Previous review date	



**Bishop
Young**
CHURCH OF ENGLAND
ACADEMY

Part of



SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice (September 2014) and has been written in consultation with The Assistant Principal (Inclusion) and SENCo, Ms Emily Kempthorne, with reference to the following guidance and documents:

- SEND Code of Practice 0-25 years (2014)
- The Equality Act 2010 (Advice for schools DFE- 2013)
- Children and families Act (2014)
- Statutory guidance on supporting Students with medical Conditions (April 2014)
- Teacher Standards (2012)

We firmly believe that every child has the right to access a full and varied curriculum and that their needs will be met by Quality First Teaching (QFT) along with specific adaptations where required. These may include intervention and/class support which would be set out in a child's Education, Health and Care Plan (EHCP). We have high expectations of all our young people and set aspirational targets which are reviewed and monitored regularly.

Some students within school will have one of the following additional needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Achieving maximum access and subsequent progress for students with SEND will, therefore, require the co-operation, understanding and planning skills of students, teachers, parents, governors, support services and many other associated with education - a Whole Academy Approach.

Bishop Young Academy is firmly committed to a whole Academy approach to dealing with learning difficulties. We recognise that this will make great demands on staff and students alike. It is our intention to provide as much support as possible in order to ensure full access to the curriculum wherever and however possible.

We consider that a percentage of our students may have a special need at some point in their school career, whether it be a learning difficulty or a behaviour problem and bear in mind that not all of these difficulties are a reflection of students inherent personal limitations. (They may also be related to factors within the Academy curriculum or organisation). It is crucial, therefore, that we not only support one another but, when necessary, call on the assistance of outside agencies.

Developing positive attitudes towards recognition of students needs and the rights of students to an appropriate education are fundamental if the Academy is going to develop a truly whole Academy approach. Similarly, it has to be accepted that the expertise of many people will be needed if students' needs are to be met and, if appropriate, curricula are to be presented.

What we would want to achieve is support for the development of each student, taught within a curriculum that is appropriate using suitable and relevant methods by teachers operating within an organisation and environment that fosters the development of all.

The support, therefore, needs to be used, monitored and evaluated effectively. We are constantly assessing our attitudes, skills and experience in supporting colleagues and students.

- a) By regular support in identified lessons.
- b) By regular Inset for support staff.
- c) By Inset for support teachers together with staff being supported.
- d) By having a clear structure for support.

Bishop Young Academy SENCO: Ms Emily Kempthorne

Bishop Young Academy Assistant SENCO: Mr Graham Hall

Transition

Members of the Bishop Young Academy visit all feeder schools to discuss the new intake and where students with special educational needs are mentioned the SENCO or a member of the learning Support Team will make contact to gather additional information and either visit the school or organise for the young person and their family to have an additional school visit in addition to the transition day.

It is expected that all students who arrive at Bishop Young Academy will have a record outlining teacher assessment, KS2 SATS results. This, along with a SEND liaison sheet and pupil passport, should give an initial profile of the incoming SEND students. Assessments take place early in the first term to ensure we have robust baseline data on students.

Year 9 starts the next transition point whereby students are deciding upon options and next steps beyond Year 11. The school employs a careers advisor to provide all students with a quality careers service during their school life and this of paramount importance to students with special educational needs. The Careers Advisor will provide a comprehensive careers package to all SEND students and to be flexible and adapt to the increased range of Special Needs students and provide Better Choices.

Outside Agencies

The school continues to use outside agencies where appropriate and where there is a statutory obligation. For SEND students there is provision from within the school budget (through Funding For Inclusion - FFI) to meet the varying demands. Outside agency support is an important ingredient in the education of SEND students and should always be maintained at a high level.

Parents

Parents of children with special needs are now much more aware of their entitlement for education and are generally more informed about the area of special needs. The success or otherwise of SEND provision in a school, as far as parents are concerned, is one of trust. Do they believe that the school, given all the constraints placed on it, are endeavouring to deliver a quality education for their child? It is important from the outside that they have a point of reference for Special Needs and feel that they have the encouragement to communicate with or visit the school when they feel it is appropriate. The school should continue the policy of visiting parents to discuss SEND matters at any pre-transfer meetings, as this helps to make both parties comfortable from the outset.

Complaints can be referred directly to the SENCo, Ms Emily Kempthorne, who will involve the Principal, Mr Paul Cooper, if necessary.

Assessment and Diagnosis

The issue of assessment/diagnosis is a problematic one in the sense that there are arguments for and against wholesale assessment. Any type of wholesale assessment never gives the complete picture but there is value in some form of assessment. The school uses information gleaned from Accelerated Reader Assessments and the Baseline Assessments test in Year 7. The Maths Department use their own screening device based on a number of established tests to set students from Year 7.

Within this system students records including teacher assessment and SATS are included as part of the overall assessment. Some students may have more detailed records particularly the Statement students with EHCP and those with Specific Learning Difficulties. In this way specific strengths and weaknesses should be identified.

Assessment for Access Arrangements for exams can be carried out at the SENCo's discretion where they feel there is a need for adaptations to be made during assessments. This may include extra time in exams/readers/separate room/rest breaks. These modifications are also dependent upon an application being granted by the examination board (JCQ).

In addition to our assessment and diagnosis system, there is a system of teacher referral. The Key Stage Coordinator from each Department will be the first point of contact. With their specific subject skills it may be possible that the problem can be addressed departmentally; however, if this is not the case, the graduated approach of assess-plan-do-review will be implemented.

Record Keeping

There is a file for each student who has been referred to the school for SEND. Confidential material is not generally available to all staff. All students with an EHCP and some other students with particular difficulties have Individual Pupil Passports prepared by the SENCO /Assistant SENCo. The SENCO is responsible for assessments, i.e. on individual students and for access arrangements. Additional confidential files will be kept by the pastoral team with regard to CP/CIN issues.

All young people who have a Statement of special Educational Needs or an Education Health and Care Plan (EHCP) are placed on the SEND register.

With respect to a student being placed on the register as SEND support we follow the guidelines detailed above with respect to learning; use the graduated approach for assessment and the recommended Assess-Plan-Do-Review process in making the decision to meet with parents and discuss the young person's needs, the advice from other professionals and the support or interventions required to maximise learning progress.

A school passport will be drawn up detailing the young person's needs and advice to teachers and this will be attached to the school's electronic register so that planning can be informed and school will meet with parents once a term to discuss progress and outcomes.

Where students have "caught up" and are making their expected progress they will be removed from the SEND register with full consultation with parents.

When students' needs are deemed to be more complex an Education Health and Care Assessment will be carried out in line with statutory guidelines.

For those youngsters with additional medical needs a Health Care Plan will be created with close liaison with families and any allocated key worker.

Quality First Teaching

Many students with a SEND experience difficulty throughout all areas of the curriculum at some time in their schooling and, therefore, some modifications have to be made in terms of teaching methods, materials and timetable. It is the responsibility of every teacher to ensure that lessons are differentiated appropriately in order for them to meet the needs of every student. Quality First Teaching is the single most important effective mechanism in ensuring that students make smooth and continuous progress.

It is important that SEND support staff liaise with subject staff in order that work can be planned and effective help delivered. This does require time and should be under constant review.

In-class Support

In-class support may be allocated to groups and students where additional adult support in the classroom will promote more rapid progress and support students learning towards independence. Adult support in the classroom is not a default support mechanism as it does not replace good differentiated teaching.

Withdrawals and Intervention

Withdrawal from lessons should be kept to a minimum. However, in order to address certain specific difficulties effectively some withdrawal is necessary. Reading, spelling, handwriting and some emotional and behavioural difficulties, if severe, may need to be tackled in this way. This will be decided on an individual basis. Withdrawal lessons are taken from a variety of lessons ensuring continuity when the students return to class.

Inset and Training

Inset is on-going and develops as experience of SEND in the school increases. Staff have had Inset on a variety of provision including differentiation. Some Inset is provided within school by means of discussion or through documentation such as - Support/Differentiation Strategies/Dealing with children with emotional/mental health issues and Specific Learning Difficulties. Other Inset is provided by external expertise and courses aimed at Departments. Inset is also given to TA's by the SENCO and outside sources.

Resources

The allocation of resources to Special Needs must, of course, be looked at in the light of the whole school and the finite amount of money available to the Academy each year. Staffing resources constantly need reviewing in order to ensure that we have adequate to cover student needs and that support is used effectively. All SEND finance except a minimal amount is distributed to Departments. Departments, with advice available, are best placed to spend the money and, therefore, are more accountable for SEND provision. Most money comes in to the school via the Notional budget and FFI system.

Evaluation

Evaluation is crucial to the provision made for SEND students. This will be done in several different ways. Departments through marking and feedback and teacher assessments recorded by learning walks and work scrutiny. The SENCO, through liaison with Departments, the pastoral staff, progress monitoring and with the use of provision mapping to look at the overview of the support provided. Parents who have monitored their child's progress throughout their schooling can judge accurately changes. Students themselves can, through their actions and target setting, demonstrate improvements.

Improvements can be in a number of areas and should not just be restricted to academic progress, which is only one area of development. Initial accurate assessments are vital when students enter the Academy in order that evaluation is based on distance travelled and not just a direct comparison with their peers. SEND will also fit into the Academy's policy for assessment, recording and target setting.

Bullying and Pastoral Care

Each young person on the SEND register and who has a disability has an allocated key worker attached to their year, who maintains regular contact with the young person, their family and the cathedral lead. The key worker supports cathedral lead with learning and pastoral needs and provides additional home-school liaison where needed to ensure the needs of the young person is met.

BYA Bullying Policy states that bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

We are particularly aware of the risk of bullying of vulnerable learners and the key worker will provide additional be active in looking for changes in patterns of behaviour or happiness. However, we are keen to promote independence and build resilience in the young people and their everyday interactions so that they are able to confidently seek help should they need it.