



Special Educational Needs and Disability POLICY September 2019

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (DfE 2014) and has been written with reference to the following documents:

- Equality Act 2010: Advice for schools (DfE Feb 2013)
- Children and Families Act (2014)
- SEND Code of Practice 0 – 25 (DfE 2014)
- Schools SEN Information Report Regulations (2014)
- Safeguarding Policy
- Teachers Standards 2012 The SENCO
- The contact details for the SENDCo at Budmouth Academy are as follows:

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1. SEND Policy Statement

This policy is in line with the Special Educational Needs and Disabilities Code of Practice 2014 and provides a clear framework for its implementation in our Academy. Budmouth Academy is committed to equality of opportunity and provides full access to the Curriculum for all students, including those with special educational needs and disabilities. Where a placement is deemed appropriate, all students will be admitted to Budmouth Academy, Weymouth, irrespective of their needs.

The Academy recognises that students with special educational needs and disabilities may fall into one or more of the following four categories:

- Communication and Interaction Difficulties - students may have speech and language delay, impairments or disorders, hearing impairments or autistic spectrum condition.
- Cognition and Learning Difficulties - students may experience general or specific learning difficulties and require systematic programmes to aid progression. Specific learning difficulties include, for example, dyslexia and dyspraxia.
- Emotional and Mental Health Difficulties - students may be suffering from anxiety or depression, be withdrawn or isolated, disruptive or disturbing their peers, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.
- Sensory and/or Physical Difficulties - students may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological, or metabolic causes and require access to specific facilities or equipment.

2. Aims

- To identify through appropriate assessment those students with special educational needs and disabilities.
- To ensure that all students have access to a high powered knowledge based and relevant curriculum and a range of educational opportunities.
- To ensure that all students receive a high quality, challenging education.
- To ensure that SEND provision in the Academy is effective in meeting the needs of students with SEND so their performance is in line with their neuro-typical peers.
- To ensure that every effort is made to allow all students with SEND to experience educational success and to feel that they are a valued member of the Academy.
- To ensure that all students enjoy equality of educational opportunity through the planning, organisation and implementation of appropriate scaffolded support.

- To recognise and allow for individual differences between students, understanding that: students develop intellectually, emotionally and physically at different rates and that students' needs change with time and circumstances.
- To recognise that educational provision must be adapted to keep pace with these changes in terms of scaffolded support within the classroom.

3. Objectives

3.1 The staff will work together as a whole Academy to achieve these aims by using a graduated response of:

- Prompt identification of those students who may have special educational needs.
- Assessing a student's individual needs as soon as cause for concern has been raised.
- Monitoring and reviewing students' performance and progress, implementing agreed targets and evaluating these termly.
- Providing the appropriate scaffolding and support to meet specific needs.
- Working in partnership with parents by liaising with and supporting parents/carers to ensure that they play an active and valued role in the education of their children.
- Working in partnership with appropriate outside agencies and professionals to ensure that we have a multidisciplinary approach to planning and implementing appropriate and effective support.
- Working in partnership with students to ensure that they play an active and valued role in their own education, including setting challenging targets, monitoring and reviewing their own progress.
- It is intended that this SEND policy will form the framework for special needs and disabilities provision within the Academy and that it will continue to be a practical working document.

3.2 Definitions, areas of need and identification.

Students are identified as having special educational needs when due to one or more of the following factors, they find it hard to learn and are not making the required amount of progress, compared with the majority of students of the same age.

- Communication and Interaction difficulties.
- Sensory and/or Physical disabilities.
- Cognition and Learning difficulties.
- Social, Mental and Emotional Health Issues.

Internal and external professionals, teachers and parents/carers are often called upon to support in the assessment process of an individual who may be suspected as having one or more 'Special Educational Need'. Once this has been achieved, Budmouth Academy will let

families/carers know and if required, either a meeting or information sharing will be arranged to discuss the support and intervention required. This will enable the young person or their families the chance to express their thoughts and desires in relation to the provision to be provided. Subsequent communication will follow with parents/carers, internal and possibly external professionals in relation to the progress and review of the support needed.

4. Making a complaint

The Governing body is responsible for ensuring that a complaint has been dealt with through the Academy's specified complaint procedure:

Any parent who is unhappy with the SEND provision at Budmouth, should first discuss their concerns with the SENDCO (Special Educational Needs Co-ordinator).

- If parents remain concerned, further discussion should take place with the SENDCO and the Director of Inclusion.
- Further representation can then be made to the Principal and/or SEND Governor, who can consider appropriate action with other members of the Governing Body.
- If parents still remain concerned, they can refer to the Local Authority.

4.2 Assessment

4.2.1 Screening Assessment to identify students with literacy difficulties. Consideration will be given to administering this test to students in Y7, 8 and 9 so as to have an indicator of student progress in reading throughout KS3.

4.2.2 Individual assessment of students with literacy difficulties. Trained staff working with students on a withdrawal basis will commence their work with each student by carrying out a series of assessments. These assessments will be updated each term in order to measure progress and inform future target-settings.

4.2.3 Assessment by Local Authority Services. Some students will present with learning difficulties which will require assessment by one of the specialist services provided by the LA. In each case, evidence of a student's difficulties is required, along with details of the provision which has already been made to support the student, before a referral can be made by the SENDCO.

5. Provision for students on the SEND register

5.1 The role of the subject teacher. Through appropriate scaffolding support and retrieval practice, all teachers will ensure that SEND students' progress is in line with their neuro-typical peers. Those designated as having responsibility in each faculty, will have a key role in ensuring that this takes place. All teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs. As well as paper copies being held by the SENDCO, all teachers will have access to individual SEND information from the electronic teacher-shared drive and from SIMS (School Information Management System) database. All teachers will be provided with a comprehensive guide to supportive and successful classroom strategies for working with students with SEND. Reference to Provision Maps will be made when teachers input evidence of student progress towards targets prior to SEND reviews. This evidence is

collated and summarised and forms an important part of the review process and future target setting.

5.2 The role of Faculty and subject Areas. All teaching of SEND students should match that of their neuro-typical peers with scaffolded support and increased retrieval practice, in order to eliminate practice gaps, when appropriate. Teachers should recognise the wide range of student abilities and departmental schemes of work should reflect awareness of the need to provide appropriate support in terms of writing frames and work modelling. Teachers should be aware of the importance of identifying students who have special educational needs and referring them to the SENDCO. Time should be allocated during departmental meetings so that SEND is a regular item. All teachers will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs as appropriate. The monitoring of progress of SEND students is the responsibility of all teachers of these students. Where support staff are involved, they are also expected to contribute to the monitoring process. Provision Maps provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.

5.3 The role of Teaching Assistants (TAs). TA support in class is allocated on the basis of student need and entitlement. Priority is given to providing support for students with an EHCP (Education, Health & Care Plan). The primary role of TAs is to enable access to the high powered knowledge based curriculum, support high level learning and promote inclusion. Teachers should maximise the effectiveness of TA support within lessons by; noting the role of the TA in their planning, providing the TA with an overview of the lesson, discussing lessons and scaffolding support needed and be acutely aware of any practise gaps.

TAs are directed by the SENDCO to provide specific, targeted scaffolded support for students at EHCP and SEND support. For most students, the need for support is greatest in core subjects, each student having an equal amount of support. For those students who are on the SEND register and are deemed as 'SEND Support' (K), the TA will provide support for these students, only when in the same core lesson as a student with an EHCP.

TAs will also be trained and upskilled to enable them to provide high quality intervention. Interventions will be monitored and assessed by TAs, the SENDCO and where appropriate Subject Leaders.

5.4 The role of the Autism Spectrum Condition Base (ASC Base). Stakeholders of students with an EHCP who live within the County of Dorset can apply through the LA and SEND panel to be educated through our Base provision. Admission to the Base is not through the Budmouth admissions process. The students who attend the Base are given the support needed to participate in a more flexible approach to their schooling, where their individualised timetables allow access to the curriculum and facilities that Budmouth Academy offer, as well as having an alternative provision of specialised teaching and support in the Base. The Base is managed by Mrs R Hayward and provision overseen Mr P McCarthy, Director of Inclusion.

6. Provision Maps (PMs). All students on the SEND register will have a PM. All PMs will be accessible to teaching staff on the R-Drive and on SIMS. PMs are updated as needed and following annual review meetings as necessary. Subject teachers should use PMs as 'working documents'; note any strategies used in order to meet a student's needs, as well as

the students' response to such strategies. Used in this way, PMs can provide evidence of student progress.

7. The Review Procedure

7.1 Annual Reviews of EHCP Students. Annual Reviews will be held in accordance with LA (Local Authority) procedures and statutory requirements. EHCP students will also be reviewed as needed, at meetings throughout the year, such as tutor and subject evenings. Pastoral Staff will be invited to attend Annual Reviews, along with other in-school staff and professionals from other agencies who are working with the student.

7.2 Reviews for students at SEND Support level. Reviews for these students will be held as needed with the SENDCO and those staff responsible for SEND within their faculties. Other reviews are conducted throughout the year, such as tutor and subject evenings with parents/carers. It is sometimes necessary to discuss a student's progress and provision with parents/carers and outside agencies more often than the standard procedure. Such meetings will be regarded as a review and will often be held as a result of underachievement and lack of academic progression.

8. Monitoring Student Progress. Student progress is monitored by the following means:

- Through the SEND review procedure, as outlined above.
- Through the whole-school review procedure; data entries by subject teachers are used by the SENDCO to assess progress in attainment. This occurs after each end of unit assessment in all subject areas.
- At intervention review meetings between TAs and the SENDCO.

9. Exam Access Arrangements. Special arrangements will be made for students who are sitting examinations to ensure that they receive the arrangements to which they have an entitlement. Students are assessed in accordance with the requirements of the examination board and the necessary access arrangements are made. In line with examination board requirements, access arrangements will reflect normal working practice.

Any queries concerning exam access should be directed to the Examinations Officer and then the SENDCO.

Budmouth Academy's Special Educational Needs and Disability policy will be monitored and reviewed at least annually to ensure its continued development.

Policy review date – September 2020.