

# **SEND Policy**

## **Bournville School**

### **Part of Fairfax Multi-Academy Trust**

<b>Document Owner:</b>	<b>Dean Merrick</b>
<b>Ratified By:</b>	<b>Bournville Academy Association</b>
<b>Date Ratified:</b>	<b>Sept 2022</b>
<b>Review Date:</b>	<b>July 2023</b>

## 1. INTRODUCTION

1.1. The Special Educational Needs and Disabilities (SEND) Policy works alongside and in conjunction with Birmingham City Council's Local Offer and other academy policies and is fully embedded in the Teaching and Learning Framework of Bournville.

1.2. Reference has been made to the following legislation in the compiling of this policy:

1.2.1. SEN Code of Practice (which takes account of the Special Educational Needs (SEN) provisions of the SEN and Disability Act 2001) 2014

1.2.2. Equality Act 2010

1.2.3. Children and Families Act 2014

1.3. The aim of this policy is to raise the aspirations, expectations and progress of all pupils with SEND within Bournville.

## 2. HOW SUPPORT IS DELIVERED AT BOURNVILLE SCHOOL

2.1. The academy has a SEND department. The objectives of the department are to coordinate the learning needs of individuals to ensure pupils achieve their potential, and to ensure access to the curriculum for all pupils.

2.2. The department does this by providing support and advice for all staff working with pupils, who have special educational needs, and developing and maintaining effective partnership and high levels of engagement with parents.

2.3. The department arranges appropriate provision for all pupils with SEND and additional needs, making use of outside agencies and support services as necessary and adopting a 'whole pupil, whole school' approach.

## 3. WHAT ARE SPECIAL EDUCATIONAL NEEDS?

3.1. "A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care or social care provision which educates or trains a child or young person is to be treated as special educational provision". Code of Practice 2014

3.2. In line with the Code of Practice (2014) provision for children with SEND is a matter for Bournville as a whole

#### **4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

4.1. Occasionally pupils experience a delay in their learning and may not make expected progress for a variety of reasons. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Where pupils are not making expected progress, professional discussions within the academy will take place. Parents will be informed of progress through Working at Grades.

4.2. As an academy, we recognise that progress and attainment can also be affected by factors other than special educational needs e.g.

4.2.1. Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)

4.2.2. Attendance and Punctuality

4.2.3. Health and Welfare

4.2.4. Behaviour

4.2.5. English as an Additional Language (EAL)

4.2.6. Social deprivation factors

4.2.7. Being a Looked After Child

4.2.8. Being a child of a serviceman/woman

4.3. Whilst the above may affect progress and attainment, they do not fall within the categories of special education needs.

4.4. The Code of Practice describes four broad categories of special educational needs as

4.4.1. Communication and interaction

4.4.2. Cognition and learning

4.4.3. Social, emotional and mental health

4.4.4. Sensory and /or physical

4.5. If a member of staff or parent suspects a child as having a special educational need that falls into one of the categories above they should complete a DSL referral form in and send it to the DSL administrator and the Special Educational

Needs and Disabilities Co-ordinator (SENDCO). The SENDCO will then ascertain what intervention may be required e.g. carry

out an observation or contacting an external agency for further assessments. The SENDCO will then follow a graduated approach to SEND support. The SENDCO will contact the parents so they are involved from the first step.

## **5. A GRADUATED APPROACH TO SEND SUPPORT**

### **5.1. STEP 1 – QUALITY FIRST TEACHING**

5.1.1. All pupils at Bournville should receive:

5.1.1.1. Quality First Teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.

5.1.1.2. Assessment and monitoring in line with the academy assessment policy.

### **5.2. STEP 2 – REFERRAL TO SENDCO**

5.2.1. Where staff have evidence that certain pupils are not making adequate progress, despite Quality First Teaching, a referral can be made to the SEND department. This will clearly indicate previous interventions; and/or concerns raised by parents/carers or information from the pupil's previous school. This referral will be initially raised with the Associate Assistant Head or Pupil Progress Leader before being passed to the SENDCO. The SENDCO will investigate referrals about possible SEND in a timely manner, usually within 28 days. These investigations include discussions with the student and their family, lesson observations, scrutiny of work, and feedback from teachers. Where appropriate, standardised assessments will be deployed to help identify if a student has a special educational need. When a student is identified with SEND, the steps outlined in section 5.3 will be followed in a timely manner, usually within 10 working days.

5.2.2. The Code of Practice describes 'adequate progress' as:

5.2.2.1. Progress which is similar to that of peers starting from the same baseline

5.2.2.2. Matches or better the pupil's previous rate of progress

5.2.2.3. Closes the attainment gap between the pupil and his/her peers

5.2.2.4. Prevents the attainment gap growing wider

5.2.3. If a pupil has a diagnosis /condition/concern that may affect their progress in the future but they are currently making progress through Quality First Teaching they will be placed on a monitoring list.

### **5.3. STEP 3 – INTERVENTION**

5.3.1. Once a potential special educational need is identified, four types of action will be taken to put effective support in place. They are:

5.3.1.1. Assess

5.3.1.2. Plan

5.3.1.3. Do

5.3.1.4. Review

5.3.2. The SENDCO will consult parents/carers/pupils as appropriate and the pupil name will be entered on the SEND Register under SEND support, and a pupil pen picture will be completed. This will provide details of the pupil's difficulty and the SEN intervention provision and used to inform teachers how to support/differentiate for that pupil.

5.3.3. If further intervention is required, then the pupil will be placed on the SEND register as SEN support (coded as K).

5.3.4. Parents/carers will be invited to contribute to the assessment stage and discuss what else can be put in place to support their child's SEND.

5.3.5. All pupils identified as having an SEND need as stated above, will be named on the SEND register. The register will be updated regularly and published to the staff at the academy at the start of each term.

5.3.6. Specialist Services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the pupil.

5.3.7. Individual pupil progress at SEN Support Level will be monitored in line with the whole school assessment policy. Pen Picture's will be used to provide a profile of the pupils needs and provide staff further information on the pupil to support Quality First Teaching.

5.3.8. Provision Mapping software will be used to record and inform staff of all interventions taking place in school.

### **5.4. STEP 4 – REQUEST FOR STATUTORY ASSESSMENT.**

5.4.1. If despite the interventions, the child is still not making adequate progress, the formal assessment procedures for an Education Health and Care Plan may be started by the SENDCO, in conjunction with the Parents and other Specialist Services, following the legal assessment procedures. This is outlined by Birmingham's Education, Health and Care pathway.

5.4.2. Where the Local Authority receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment. The whole process can take up to 20 weeks if the authority decide to process the application.

5.4.3. Pupils with a Statement of Special Educational Needs (Statement) or an Educational, Health and Care Plan (EHCP) will also be shown on the SEND register. These pupils will have diagnostic/assessment paperwork detailing their difficulty. There will be an Annual Review for each pupil with a statement/EHCP pupil, and two interim reviews each academy year.

5.4.4. All reviews will have minutes and these will be kept confidentially on file in the academy.

## **6. CRITERIA FOR EXITING THE SEND REGISTER**

6.1. Pupils will be removed from the SEND Register when the desired outcome from the intervention has been achieved. This will be decided in conjunction with parents and the pupil.

## **7. SUPPORTING PUPILS AND FAMILIES**

7.1. At Bournville we fully appreciate the importance of working in partnership with parents/carers and encourage them to contact the SEND team with any concerns. We have regular contact with parents/carers through review meetings, parent evenings and open evenings.

7.2. Further information:

7.2.1. Parents are encouraged to look at the Birmingham local offer (regulation 3a) which can be found on the Birmingham Council website.

7.2.2. Further information can be found on the academy website in the SEND Parent Information Report.

7.2.3. Our academy admission arrangements can be found on our academy's website.

7.2.4. SEN children are assessed for exam access arrangements in line with the JCQ regulations. This is coordinated by the SENDCO.

7.2.5. Transition across key stages for vulnerable pupils is supported by the SEN team. The SENDCO will attend year 6 transitional reviews for pupils with statements about to transfer to Bournville Academy following an invitation from the primary school. A transition programme will be arranged for vulnerable SEND pupils.

7.3. Support services for parents of pupils with SEN include:

7.3.1. Birmingham SENDIASS

7.3.2. Independent Parental Special Education Advice (IPSEA)

<http://www.ipsea.org.uk/>

## **8. TRAINING AND RESOURCES**

8.1. Support/Resources offered at Bournville for pupils with SEND are outlined in the Local Offer.

8.2. Where personalised budgets have been awarded, parents/carers will, in consultation with the academy, discuss the best way to use these to ensure progress against EHC plan targets are made.

8.3. All staff at Bournville are trained to support pupils with SEND needs.

## **9. ROLES AND RESPONSIBILITIES**

9.1. The Academy Association in cooperation with the Head of Academy, determine the academy's general policy and approach to provision for pupils with SEND, establish appropriate staffing and funding arrangements and maintain a general oversight of the academy's work. In addition to this, they will:

9.1.1. Ensure that the policy complies with the Code of Practice

9.1.2. Ensure that the policy and its related procedures and strategies are implemented

9.1.3. Nominate a SEND associate. The SEND associate will receive regular progress reports and provide feedback to the Academy Association

9.2. Special Needs and Disability Co-ordinator (SENDCO) has delegated responsibility for:

9.2.1. Leading Bournville's approach to SEND and reviewing its effectiveness

9.2.2. Liaising with the SEND associate

9.2.3. The overall day-to-day co-ordination of Special Educational Needs

9.2.4. Updating the SEND register and overseeing the records of all pupils on the SEN register

9.2.5. Co-ordinating the work with external agencies including the Educational Psychologist Service and other support agencies

9.2.6. Liaising with partner schools.

9.3. Classroom teachers have responsibility for:

9.3.1. Providing a suitably differentiated curriculum that meets the needs of pupils on the SEND register

9.3.2. Knowing the needs of individual pupils in their classes

9.3.3. Helping to identify the individual needs of pupils

9.3.4. Liaising with form tutors, Pupil Progress Leaders and the SENDCO

9.4. Form tutors have responsibility:

9.4.1. To support all pupils within their form

9.4.2. To liaise with the SENDCO regarding the education of pupils in their form

## **10. DEALING WITH COMPLAINTS**

10.1. In the first instance, any complaint regarding SEND support should be discussed with the SENDCO in the first instance and then if this needs to be followed up further parents can contact the AHT who has line management responsibility over the SENDCO.

10.2. Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the FMAT complaints procedure which can be found on the school website.

## **11. REVIEWING THE POLICY**

11.1. The SEN policy will be reviewed annually by the Associate body. Parent Associates will be involved in this process.

11.2. This document also links to the following policies:

11.2.1. Intimate Care Policy

11.2.2. E Safety Policy

11.2.3. Acceptable Use of ICT Policy

11.2.4. Behaviour and Discipline Policy

11.2.5. Child Protection Policy

11.2.6. Attendance Policy



