

The Academy of Central Bedfordshire

**Special Educational Needs and Disability
(SEND) Policy**



Last Review Date: March 2018

Next Review Date: March 2019

Approved by: _____ (Sign)

_____ (Print)

_____ (Date)

School Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirement presented in the SEND Code of Practice 0 – 25 (10 June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the SENCo in collaboration with Senior Leadership Team, all staff and some parents of pupils with SEND. The policy is a co-produced document in accordance with the 2014 reforms.

This policy should be ready alongside The Academy of Central Bedfordshire's SEND Information report.

The Special Educational Needs and Disability Policy is written for the whole of the Academy of Central Bedfordshire community: - staff, students, parents/carers and the governing body. It is designed to be a working document.

Definition of Special Educational Needs and Disability (SEND)

This policy is written to comply with the statutory guidance June 2014 'Special Educational Needs and Disability Code of Practice 0 to 25 years' which relates to part 3 of the Children and Families Act 2014. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

A 'young person' is defined as a person over compulsory school age and under 25. Compulsory school age ends on the last Friday in June in the academic year in which the young person becomes 16. Children are below 16 years of age.

In this policy, the term 'student' refers to both children and young people, who are already on, or transitioning to, the roll of The Academy of Central Bedfordshire.

'Parents' is the term used for all those with parental responsibility, including corporate parents and carers.

Special Educational Need (SEND) is defined as:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **has a significantly greater difficulty in learning than the majority of others of the same age, or**
- **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions**

Definition of Disability

The Equality Act (2010) states that a person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (S6(1)).

Special educational provision is educational or training provision that is additional or different from that made generally for children or young people of the same age by mainstream schools.' (Code of Practice XIII – XV). Therefore, all students who attend the Academy of Central Bedfordshire are by definition, receiving special educational provision.

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

Principles and objectives.

The Academy of Central Bedfordshire is committed to raising the aspirations of and expectations for all students, including those with SEND. SEND Support provides a focus on outcomes for students in terms of development and achievement.

1. The Academy of Central Bedfordshire believes that students have an entitlement to develop their full potential.
2. Educational experiences are provided, which develop students' achievement and recognise individuality.
3. Diversity is valued as a rich resource, supporting the learning of all.
4. The Academy of Central Bedfordshire recognises a student's right to a broad,

balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

5. The Academy of Central Bedfordshire is fully committed to Inclusive Education.
6. All students are treated fairly regardless of their school history and needs and whilst at The Academy of Central Bedfordshire, every day is considered to be a new day and a new opportunity to achieve.
7. All students are treated as individuals, are listened to in relation to their experience at The Academy of Central Bedfordshire, and are given equal access to the range of curricular and non-curricular provision. Through a careful induction programme all provision is highly individualised including bespoke timetable production (the choice of a range of specialist vocational learning opportunities), highly differentiated lesson content, daily home contact with designated key worker and access to 1:1 behaviour support.
8. Students needs are identified as early as possible through the sharing of information between previous school and The Academy of Central Bedfordshire. Progress and needs are reviewed half termly and where concern is raised, new strategies are put in place and if necessary, further investigation through the involvement of external agencies is sought.

The Academy of Central Bedfordshire is committed to the following aims: -

Improving Outcomes: High Aspirations and Expectations for Students with SEN

All students are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes, and
- Become confident young adults with a growing ability to communicate their own views and ready to make the transition into compulsory education

The Academy of Central Bedfordshire has arrangements in place to support students with SEN and/or disabilities. These arrangements include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised. Identifying need at the earliest point, then making effective provision, improves the long-term outcomes for students. All staff who work with our students, should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their student's development. They should also listen to and address any concerns raised by students themselves.

Aims

To promote learning by: -

1. Access to a broad and balanced alternative curriculum
2. Improving self-esteem and levels of motivation
3. Early identification and assessment of students with SEND

4. Ensuring that students are involved in the process of Assess, Plan, Do, Review (sometimes referred to as The Graduated Approach)
5. Ensuring that the curriculum is suitably differentiated to meet the needs of all students and that an inclusive environment is created and fostered where all members of the academy community respect and care for each other
6. Ensuring that all staff at The Academy of Central Bedfordshire are aware of the importance of identifying and providing for students who have special educational needs
7. Raising levels of achievement and recognising, valuing and celebrating students' Achievements
8. Working to a student's strengths and providing support in their areas of difficulty
9. Successfully re-integrating or transitioning into mainstream school, special school, further education, or the world of work as appropriate
10. Providing appropriate resources, both human and material, to ensure their maximum and proper use

Responsibility for Special Educational Needs/Additional Needs

The named SENCo for the ACB is Mr M Norwood. Mr Norwood can be contacted on (01582) 343 878 or by email mnorwood@acb.beds.sch.uk

All staff at The Academy of Central Bedfordshire are teachers of SEND and are aware of their responsibilities towards all learners. They are aware that they are role models and must show a positive and sensitive attitude towards all learners at all times regardless of any additional needs.

The Heads of School on the Kingsland and Stotfold sites have overall responsibility for SEND provision within The Academy Central Bedfordshire.

The SENCo (Special Educational Needs Co-ordinator) oversees the daily implementation of identifying, assessing and ensuring provision for students with SEND.

Whilst the Head of School for each site of The Academy of Central Bedfordshire has overall responsibility for SEND provision on that site, individual staff members are all responsible for making sure that they are meeting the SEND requirements of each and every student. The SENCo has responsibility for ensuring that staff are supported in this work.

Role of the SENCo

The SENCo is responsible for:

- The day-to-day operation of the SEND policy
- Identifying SEND students, maintaining the Additional Needs Register, and having an overview of SEND pupil records and sharing students' SEND

information with staff

- Ensuring that SEND Support Plans are in place and checking that the appropriate staff are keeping different sections up to date
- Monitoring, updating and improving procedures and resources for screening, assessment, interventions and administrative systems related to tracking SEND issues within the Academy of Central Bedfordshire
- Identifying specialist assessment needs and organising and/or carrying out specialist assessments
- Liaising with the Senior Leadership Team (SLT) regarding provision and time-tabling for SEND students
- Liaising with and advising teachers, instructors and support staff
- Liaising with outside agencies, as required, re. SEND students, e.g. Child and Adolescent Mental Health Services (CAMHS), Educational Psychology Service (EPS), relevant staff and departments at Central Bedfordshire Council (CBC), social services, other schools etc.
- Liaising with parents/carers in connection with any SEND issues or concerns around a student
- Writing reports when required for CBC and other relevant agencies and/or attending meetings they convene where appropriate to best support a student with SEND
- Participating in review meetings for 'group 2' students, when requested by the commissioning school, in order to share information and aid their own review processes.
- Attending and/or organising and running a variety of SEND related meetings, e.g. Professionals meetings, Way Forward meetings, Personal Education Plan (PEP) meetings etc., as required
- Contributing to CPD training for all staff especially but not exclusively in the area of SEND provision

Admission Arrangements

In addition to the schools admissions policy the following procedures are followed to ensure young people and their families are supported appropriately once a referral has been made.

The Academy of Central Bedfordshire welcomes learners with a range of SEND/additional needs and admissions procedures are intended to support all students and parents.

Initially a home visit is usually carried out by the Admissions Coordinator to gain extra insight and additional information that may not be included in the standard admissions paperwork. This enables the Admissions Coordinator to write a comprehensive Pre-Admission Information Document. Students and parents also have a tour of the

school with the Admissions Coordinator prior to starting. This gives them the opportunity to ask further questions and resolve any issues prior to their start date.

The Pre-Admission Information document brings together information from the previous/referring school with other information gained through the admissions process that will help staff begin to meet the needs of the student from the day they start at The Academy of Central Bedfordshire. It includes SEND information, historic test data and a character profile detailing strengths, difficulties, interests, attitude to learning, successes, behaviours displayed, triggers, attention span, attitude to joining Academy of Central Bedfordshire, fine motor skills, student concerns and friendships.

The Pre-Admission Information document also has a comprehensive list suggested strategies tailored to the individual student that Academy of Central Bedfordshire staff will use to try to meet the student's needs from the first day of admission. A final summary gives space for contextual information that might not be covered elsewhere in the document.

Where deemed necessary an individual risk assessment may be drawn up and shared with staff prior to admission.

For many students a phased transition is identified as necessary strategy for students to increase the time they attend Academy of Central Bedfordshire over a short period until they are attending for a full timetable.

Identification, Assessment, Review, Monitoring and Evaluation

All students will complete an induction period, usually two mornings, during which a range of psychometric testing will be used to assess the student in a number of areas. This information is used to identify areas of particular strength or concern allowing staff to differentiate provision accordingly.

Progress data on all students is collected at the end of each half term and all staff contribute to a half termly progress review meeting. Students of particular concern are identified and strategies to support these students are discussed, recorded and implemented. This forms a key part of the Plan, Do, Assess, Review cycle.

All staff record behaviour data daily and this is used to identify needs and provide 1:1 sessions for students with a Behaviour Support Worker where needed.

Staff are also encouraged to record specific concerns about individuals on a SEND concern form if these concerns haven't been raised or addressed elsewhere.

The impact of interventions and progress are monitored and evaluated by formal and

informal testing on arrival and throughout attendance at the Academy of Central Bedfordshire. Where a student does not make the expected progress, strategies are put into place to help support the student. These are devised in consultation with teaching and support staff at half termly meetings. These are then assessed and reviewed as necessary. If a student continues not to make reasonable progress either in the curriculum or with other areas such as behaviour then a request for an Education, Health and Care Needs Assessment may be considered or a referral for assessment to an outside agency such as a Child Development Centre.

Provision for SEN

The Academy of Central Bedfordshire is an Alternative Provision Free School and as such has a range of standard practices and provision that supports students with SEND, including but not limited to:

- Teaching programmes planned to raise self-esteem by enabling success
- Differentiation by resources and teaching methods
- Access to accredited courses at appropriate levels
- Small group work
- Use of support staff within lessons
- All staff are TEAM Teach trained with an emphasis on de-escalation techniques
- Robust behaviour policy and rewards system (see relevant policy documents)
- A personalised timetable for every student
- Access to vocational subjects not usually available within a mainstream setting
- Students involvement in planning their educational programme; e.g. options within vocational subjects
- Small teaching groups – usually no more than 6 learners
- An allocated keyworker
- Nurturing environment: from daily ‘meet and greet’, breakfast and lunch provided to all students free of charge through to finishing the day with a keyworker review session
- ‘Enrichment’ programme
- Working with outside agencies, including CAMHS, Educational Psychology Service (EPS), the Virtual School, the School Nurse, Aquarius, Youth Offending Service, Edwin Lobo Centre, CDC Kempston and any other appropriate agency
- Students with SEND will have the opportunity to engage in all aspects of school life e.g. enrichment activities, school trips, and sporting activities.
- Regular amendments if necessary to school day and timetable
- Use of some home tuition as a last resort where necessary
- Use of a range of specialist external provision where necessary

Parents/Carers

Parents or carers will be informed if a student is identified with SEND which requires support or specialist provision that is different to that usually provided to all students at The Academy of Central Bedfordshire.

It is expected that parents of group 2 students with an EHCP/statement of SEND will be invited to review meetings by the partner school and involved in decisions.

Parents with queries about their student's SEND are invited to contact the SENCo or a member of the SLT by the point of contact - usually key worker or receptionist.

CPD and Staff Development

All staff have access to a varied CPD programme throughout the school year. Much of this training is provided 'in-house' either by Academy of Central Bedfordshire staff or by external providers who have been brought in specifically. This frequently includes opportunities to develop skills and knowledge in the area of SEND. Recent training has included:

- Emotion coaching
- Awareness of Attachment Disorder
- Recognising Common Mental Health Difficulties in Young People
- Writing Purposeful Outcomes for SEND Support Plans
- Autistic Spectrum Disorder and Pathological Demand Avoidance
- Understanding and Using Standardised Scores to Support Students with SEN

Where appropriate, individual staff are made aware of, and given opportunities to attend, training courses as part of their own personal professional development, especially when a particular need is recognised.

Transition preparation

All year 10 and 11 pupils have Careers Education Information and Guidance (CEIAG) lessons as part of their regular timetable. CEIAG lessons are taught by Academy of Central Bedfordshire staff and in addition to this access to careers guidance services delivered by **4YP** is also made available to all students including the opportunity for 1:1 careers advice interviews with a specialist careers adviser.

Some students are also given the opportunity to undertake work experience often as part of an external provision package.

Access Arrangements, Reasonable Adjustments and Special Consideration for Examinations

Students requiring exam access arrangements for public examinations (GCSE's) are assessed by an appropriately qualified teacher, and access arrangements are applied

for to JCQ. Students may be given JCQ approval for access arrangements such as a reader/scribe/prompter/extra time etc. when sitting their examinations.

Inclusion of Learners who are Looked After in Local Authority Care

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social, mental and emotional development.

The Academy of Central Bedfordshire will work closely with the CBC Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Complaints

The Academy of Central Bedfordshire works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to any member of the Senior Leadership Team who will be able to offer advice on formal procedures for complaint if necessary. All complaints are taken seriously and are heard through the school's complaints policy and procedure.