

Date of review: June 2022

Date of next review: July 2023

Responsible person: SENDCO

Special Educational Needs & Disability Policy

This policy is designed to set out The Boulevard Academy's aims and objectives.

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs and Disability (SEN/D):

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

(a) Has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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.

Learners must not be regarded as having learning difficulties solely because their language is different from that in which they were taught.

The 2015 SEN Code of Practice suggests that it is helpful to see learners' needs and requirements as falling within 4 main areas:

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

Many young people have difficulties which fit clearly into one of the areas; some have needs that span two or more areas; for others the precise nature of their needs may not be clear from the outset. It is not our intention to fit a learner into a specific category, but to meet the needs of the whole child.

Students have special educational needs if they have difficulty accessing the curriculum, temporary, more long-term, or lifelong, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the children of the same age.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Able, Gifted and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

**Throughout this policy, "Parents" should be taken to include all those with parental responsibility, including corporate parents and carers.*

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.3 Curriculum Support (Provision) is achieved by:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - INSET specifically focusing special educational needs
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents/carers understand the process and involving them in the support of their child's learning.

9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
11. Learning Assistants and teachers collaborate effectively.

PART 2: Structural Arrangements

2.1 SEN Coordinator:

Polly Hind (SENCO) Telephone contact 01482 217898

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

Governing Body:

- In partnership with the Principal, the Governors have responsibility for deciding the Academy's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the Academy Improvement Plan, which includes provision for SEN/D.
- Monitoring the policy through the Academy self-review procedures.
- All governors are informed of the Academy's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Principal:

- Setting objectives and priorities in the Academy Improvement Plan, which includes SEN/D.
- Informing the Governing body.

SEN Coordinator:

- Disseminating information and raising awareness of SEN/D issues throughout the Academy.
- Is responsible to the Principal for the management of SEN/D provision and the day-to-day operation of the policy.
- Managing and developing the roles of Learning Assistants, through training and Performance management
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEN/D.
- Keeping accurate records of all students with SEN/D.
- Drawing up, reviewing and monitoring Individual Learning Plans
- Monitoring departmental delivery of the SEN/D policy.
- Recruiting and deploying the Academy's Learning Support Team, which includes Learning Assistants.

Being responsible and accountable for the whole-school SEN/D resources and sharing with the Principal and Business Manager responsibility for the allocation of funding devolved directly from the LA.

- Liaising with parents and carers of students with SEN/D.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEN/D report, which the Principal forwards to the Governors.

Subject Leaders:

- Departmental Practice to include the writing of Educational Health Care plans according to the Academy SEN/D Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEN/D and are purchased from Academy capitation.
- Raising awareness, of Academy responsibilities towards SEN/D

Teaching Staff:

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Individual Pupil Profiles are considered in lessons.
- Monitoring progress of students with SEN/D against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEN/D.
- Raising individual concerns for SEN/D.

Learning Assistants

- Support students with SEN/D and the wider school population.

Plan and deliver programmes where appropriate.

- Monitor progress against targets using Support Plans/ Individual Pupil Profiles.
- Assist with maintaining individual plans for students and supporting information gathering, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.

- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

2.4 Inclusion

At The Boulevard Academy, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the Academy's organisational and curriculum structure, its assessment and reward systems. Students with SEN/D are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The Academy believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice
- The family and community should work together.

2.5 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined on the Academy website may be followed.

2.6 Monitoring and Evaluation of the Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings
- Recorded views by teachers on students' competence, confidence and social acceptability
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results
- Evidence of planning and targeted expenditure for SEN/D
- The SENCO reviewing procedures in consultation with subject leaders and outside agencies
- Feedback from departments and/or outside agencies
- Number of complaints received.

PART 3: Identification, Assessment and Provision

3.1 Identification

The Academy uses the **graduated response** as outlined in "The Code of Practice (2015)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area. This takes the form of an 'Assess, Plan, Do, Review' cycle.

New Intake Students in Year 7

a) Primary Liaison

Feeder primary schools are visited/contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEN support or has EHC plan is referred to the SENCO. Contact is then made with the primary school and parents in a timely manner.

The LA notifies school about students who are transferring with EHC plans in the spring of their Year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. The transition coordinator frequently attends year 5 and year 6, when notified. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Literacy & numeracy tests
- Tests undertaken by the SENCO as identified.

Screening in Other Year Groups

Other screening tests are administered when required.

Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the academic year. Evidence for that concern must be produced, prior to testing and/or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken from other professionals.

Referrals by Parents or Carers

- A student’s parent may express concern. Once information is gathered the process is the same as for the staff referrals.
- All parental referrals are acted upon.

3.2 Provision

Teaching students with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at The Boulevard Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response: Assess, Plan, Do Review cycle

Wave 1 – Quality First teaching by all teaching staff

Wave 2 – Is initiated where students have failed to make adequate progress as identified by the SENCO through assessment and arrangements as in 3.1

Criteria for Wave 2 include:

- Low Numeracy/Literacy scores
- Teacher’s observations
- Primary school teachers’ comments
- Concerns from staff or parents

Provision from within the school’s resources is identified to help meet the student’s needs.

Interventions may include:

- Additional learning programmes such as literacy and Numeracy
- Smaller group sessions/ interventions
- Appropriate teaching group/sets
- Group support on a regular basis
- Numeracy, literacy intervention classes, where appropriate
- Additional staff training
- Additional support from Teaching Assistant

Wave 3- Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services

They are requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials

The ‘Assess, Plan, Do Review’ cycle is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The supplication will be evaluated against criteria established by the LA.

c) Statutory Assessment/Statement

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the Academy and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring and allocates students with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teachers and Learning Assistants are fully involved.

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Individual Support Plan and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision.

Contents of the Information Sheet include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

Individual Support Plan (Assess, Plan, Do Review cycle) is communicated to all staff who support the student's learning, and to the parents or carers and the student.

Individual Support Plans are constantly reviewed and updated, but also form a part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet.

- Outlining the steps they have taken to help students to achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns/targets

3.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by the Academy and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

3.5 Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEN/D is regularly reviewed and revised. It is the responsibility of individual departments at the Academy to ensure the requirements of the National Curriculum are met for those students with SEN/D in partnership with learning Support Dept.

3.6 Provision of Curriculum Support

a) Curriculum Development:

- Planning with individual members of staff/departments
- Selection/design and preparation of suitable materials
- Selection/design of teaching strategies.

b) Support Teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work
- Preparation of relevant and differentiated materials
- Team and individual teaching
- Helping to facilitate a wide range of teaching and learning styles
- Evaluating and reviewing what has been achieved

c) Withdrawal

Some students with special educational needs may be withdrawn within small group sessions; the withdrawal of students is kept to an absolute minimum, in accordance with The Boulevard Academy ethos.

d) In-service Training

- The SENCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at The Boulevard Academy
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training

- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN/D through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry
- Funding for specific students to meet their assessed needs
- Delegated and designated budgets
- Also, in some part, the Pupil Premium.

Capitation:

- The SENCO is allocated a departmental capitation each financial year
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

4.1 In school

- The SENCO liaises closely with individual SLT, Phase Co-ordinators and Subject Leaders. Information and concerns are always discussed with the appropriate member of staff
- Academy systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

4.2 Parents

The Boulevard Academy actively seeks to work with parents/carers and values the contributions they make

- Parental views are recorded as part of the Annual Review procedures
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and complete homework. These will be discussed at individual Parents' meetings.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers
- Effective communication is achieved through regular contact with home either through letters, telephone calls and regular face to face meetings where appropriate
- New parents can attend the Open Evening/s prior to transfer.

4.3 Students

The Boulevard Academy acknowledges the student's role as a partner in his/her own education

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets
- Student views are recorded as part of the review process and their views are valued and listened to.

4.4 External Support

The Academy aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by The Boulevard Academy include (this is not an exhaustive list):

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- The School Nurse
- The Educational Welfare Officer
- Speech and language Service
- IPaSS
- Occupational Therapy
- Physiotherapy
- Northcott Outreach Service
- Life Skills Hub

4.5 Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues
- On the transfer of a student with SEN/D
- Through the national DfE hosted 'SENCO-forum' mailing system

4.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries

Additional induction days are arranged as required for all students with SEN/D and vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school.

Documentation relevant to the last review is forwarded to Post 16 placements.

Definition of Disability

Discrete SEN	Both SEN & Disability	Disability
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Mild dyslexia Emotional Behavioural Difficulties – social factors Mild Dyspraxia Minor speech impairment Mild learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment/deaf Visual impairment/blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism (other factors – medical/mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature
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