Glenmoor & Winton Academies
High Achievement – High Standards
Part of United Learning

Special Educational Needs & Disabilities (SEND) Policy

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Principles of the SEND policy

Glenmoor and Winton Academies value the abilities and achievements of all students and is committed to providing for each student the best possible environment for learning. We believe that all pupils should be equally valued and strive to eliminate prejudice and discrimination. We aim to create an environment whereby all students will flourish and feel safe. The Academies are committed to inclusion and equal opportunities and they actively seek to remove barriers to learning and participation that can otherwise hinder or exclude students with special educational needs and disabilities (SEND).

This policy builds on our belief that all students are entitled to a balanced and broad curriculum and our commitment to include students of all backgrounds, abilities and needs in mainstream education where practically possible and within the spirit of efficient use of resources and funding. All of our students are unique and we aim to recognise the strengths and areas development of all students, as well as identify additional needs of students in order to help them achieve the best possible start in life.

Our SEND policy takes account of Government legislation including the Equality Act 2010 and responds to changes to the SEND Code of Practice (DfE,2014) and the Teachers' Standards document (DfE,2014) which emphasise the role and accountability of classroom teachers regarding provision for, and progress of, children with special educational needs. This legislation requires teaching to be fully inclusive and the Governing Body will ensure that appropriate provision will be made for all students with SEND.

Aims and principles of send provision across the Academies

- To ensure that all students have access to a broad, balanced and ambitious curriculum
- To provide an adapted curriculum appropriate to the individual's needs and abilities
- To ensure the identification of all students requiring additional support and those with SEND as early as possible on entry to the Academies
- To ensure that students with SEND take as full a part, as possible, in all Academy activities
- To ensure that parents of students with SEND are kept fully informed of their child's progress and attainment
- To ensure that students with SEND and their parents/ carers are involved in discussions and decisions affecting SEND provision
- To ensure that students with SEND are assisted during their transition into and out of the Academies
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions

We recognise that many students will have special needs at some time during their time at the Academies. We believe that there will be many students who will be supported to overcome their difficulties, while others will have significant and long-term difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together.

Children of all ages and abilities may develop learning difficulties and/or physical disabilities which may affect their performance in any area of the curriculum at any time; a whole school commitment is therefore necessary.

The Academies are also committed to providing literacy and numeracy support for students, as well as responding to other relevant National strategies, to enhance the curriculum. The Academies understand the importance of the role of inclusive education and aim to offer appropriate education for all students.

The Academies acknowledge that high standards and expectations of all students is crucial to enhance personal and academic progress for all students, including those with SEND. Therefore, additional provision for students with learning, communication, physical, sensory, emotional or mental health needs is balanced with appropriate challenge to reach longer term outcomes and opposes a sympathetic acceptance of low achievement. The Academies aim to demonstrate that all students are capable of excellence in relation to individual circumstances. The importance of enhancing positive self-esteem is also recognised, which allows opportunities for increased engagement, social development and achievement.

The Academies aim to meet the needs of students with SEND in a graduated and timely manner, with effective communication with students and parents and coordination with other agencies. In meeting the needs of students with SEND, the Academies also aim to coordinate support for parents and carers as appropriate and work in partnership with them and external agencies as required.

The Academies acknowledge the need to keep up to date with government legislation, advice, publications, research and the BCP (Bournemouth, Christchurch & Poole Council) policy guides to SEND, Inclusion and Disability and therefore this document is subject to review at regular intervals. The Academies strive to maintain excellent communication and relations within the United Learning group, with the Local Authority and with other external agencies, to access the very best provision for students.

Equality and discrimination

The Equality Act (DfE,2010) strengthens the right to a mainstream education and delivers enforceable civil rights for disabled students. The Act ensures that access to school education and is supported by the Disability Discrimination Act 1995. It also covers the admission of disabled students to schools, and the education and associated services to students.

Glenmoor and Winton Academies aim to:

a) Treat disabled students and students with medical conditions fairly and equally to other students

b) Make reasonable steps to ensure that students with disabilities are not placed at a substantial disadvantage compared to other students

c) Plan strategically for and make progress in improving the physical environment for disabled children, increasing disabled students' participation in the curriculum

d) Include students with disabilities in all on site and off site activities, where reasonably possible, to ensure equal educational and social opportunity for all students.

The Academies strive to maintain a climate of tolerance, understanding, respect and trust that allows all students and staff irrespective of learning need, disability, beliefs, background or sexuality to feel safe and be safe from any form of discrimination or emotional or physical harm. This SEND policy is supported by other Academy policies including our equality policy, anti-bullying policy and accessibility policy which can be viewed separately on the Academies website.

The SEND Code of Practice

The DfE revised the Special Educational Needs and Disabilities Code of Practice (CoP) in September 2014. All Schools, Academies and LAs must have regard to the CoP when identifying and providing for children who have special educational needs. The staff at the Academies are aware of the main principles of the CoP. A SEN register is regularly updated in accordance with the principals and practices outlined in the 2014 SEND Code of Practice and it is available to all teaching and support staff.

Definition of Special Education Needs

A child has additional learning needs if he/ she:

a) has a significantly greater difficulty in learning than the majority of children of the same age

b) has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools

c) requires support that is additional to or different from that provided through quality first teaching of the mainstream differentiated curriculum

Special educational provision means:

Educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools).

Children are not regarded as having SEND solely if their first language is not English or is different from that in which they are taught. The Academies will have due regard for the Special Needs Code of Practice when assessing, providing and evaluating the needs of and provision for students with SEND. This includes ensuring that both students and parents are involved fully in discussing provision.

Categories of Special Educational Need

In line with the SEND Code of Practice the Academies recognise that children's needs and requirements can be broad, diverse and complex, and while each need can not necessarily be compartmentalised, they can fall into four broad areas:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

All teachers are responsible for identifying students with SEND and, in collaboration with the SENDCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making adequate progress is seen as a significant factor in considering the need for SEND provision.

Identifying students with SEND and monitoring student progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between student and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the student's previous rate of progress
- ensures full curricular access
- shows an improvement in emotional regulation/ engagement/ confidence/ self-esteem
- is likely to lead to Further Education, training or employment

'SEND support' stage (SENS)

A student will be placed on the SEND register if he/she has been identified as needing sustained intervention that is "additional to or different from" that provided as part of the Academy's usual adapted curriculum and without the additional support:

- Makes little or no progress even when teaching approaches are targeted particularly in the student's identified area of difficulty
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in other curriculum areas that may need further intervention/investigation not based on a student with lower ability
- Presents persistent social, emotional and mental health difficulties, which are not ameliorated by the implementation of the Academy rewards systems, Quality First

teaching and learning, reasonable adjustments, pastoral support and the tiered response systems to SEND needs
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adapted teaching and learning environment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adapted teaching and learning environment

"If a student is identified as having a special educational need that requires support beyond Quality First Teaching for a sustained period of time, they will be placed on the SEND register under the category of 'SEND Support'.

In some cases, external agencies are involved with assessing students, providing advice and further support for students. They will usually have contact with the student, advise on targets, accompanying strategies and provide more specialist assessments that can inform planning and measurement of progress, and in some cases provide support for particular activities. Students receiving such additional support are recorded at the 'SEN Support' stage of the SEND register in line with the SEND Code of Practice document (DfE,2014) if known to the inclusion department.

This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They may include:

- Short term interventions (motor skills, emotional regulation, dyscalculia etc.)
- Short term intervention support materials for home (touch typing, spelling, handwriting etc)
- adapted materials, resources or equipment
- use of alternative technologies
- peer-to-peer support
- personal care support
- use of well-being support long term

Further information about the SENS stage of the CoP can be found in the SEND Code of Practice (DfE,2014) by following this link:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Education and Health Care Plans (EHCP)

Following identification at SENS, where concerns remain despite sustained intervention, the Academies will consider discussing with parents the need to apply for a Statutory Assessment for an EHCP, through the BCP Authority. Parents will be fully consulted at each stage. An EHCP can only be sought if the student has severe and complex needs. Before applying for an EHCP the graduated approach must have taken place, within the Academies to collect evidence over time as required by the BCP Authority.

The Academies also recognise that parents have a right to request a Statutory Assessment for an EHCP direct through the Local Authority and the Academies are committed to support such applications.

EHCPs can remain with a child until the age of 25 years, and they were introduced in September 2014, in place of the former 'Statement' of SEN.

The EHCP document includes relevant information about the student including:

- Interests and successes
- Difficulties and challenges experienced
- History of need and provision
- Longer-term objectives
- Shorter-term objectives
- Contribution from the student
- Contributions from the parent/ carer/ other agencies involved with the student
- Contribution from subject teachers, learning coaches and SENDCo as appropriate
- Methods of review

Further information about the EHCP stage of the CoP can be found in the SEND Code of Practice (DfE,2014) by following this link:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Review of EHCPs

EHCPs must be reviewed annually and influence changes to planned interventions as appropriate. BCP will inform the Principal at the beginning of each school term of the students requiring reviews. The SENDCo will organise these reviews and invite:

- the students' parents or guardians
- the student, since it is their meeting, however we do not insist on attendance
- the SENDCo/ Deputy SENDCo
- a BCP Authority EHCO (formerly a case officer)
- a representative from all relevant external agencies involved with the student
- SEN Administrator

The role of the SENDCo & deputy SENDCo

The SENDCo and deputy SENDCo play a crucial role in the coordination of SEND provision across the Academies. This involves working with the Principal and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy and identification of students with SEND
- Coordinating and evaluating the provision for students with SEND
- Liaising with and giving advice to classroom teachers
- Leading the Learning Coach team
- Overseeing students' records
- Liaising with parents
- Evaluating the CPD need of staff and delivery supportive training on these needs
- Liaising with external agencies, to include BCP support services, Health and Services, and voluntary bodies

For effective coordination staff must be aware of:

- The responsibility all teachers have in making provision for SEND students
- The commitment required by staff to keep the SENDCo informed about students' progress
- Mechanisms that exist to allow teachers access to information about SEN students. This includes access for all staff to the SEND Register for information about learning difficulties and strategies for interventions that can be used to support each student with SEND
- Where to find additional information about students with and that further detailed records are also kept on file in the Inclusion department for access by relevant staff
- The mechanism to alert the SENDCo to possible SEND needs of students

The role of the governing body

The Governing Bodies responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that the specified support is given to students with statements of SEND
- Ensuring that SEND students are fully involved in Academy activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy.

The role of the classroom teacher

All teachers are teachers of students with SEND, all students with special needs receive the majority of the support they need from classroom teachers through quality first teaching, which is the proven most effective way to overcome any learning barriers. Teachers will further adapt the learning, as required for individuals and/or groups of students to meet individual needs.

The SEND Code of Practice (DfE,2014) and the Teachers' Standards (DfE,2014) document clearly acknowledge the accountability of the teacher to meet the needs of SEN students.

Responsibilities include:

- Being aware of the Academies' procedures for the identification and assessment of, and subsequent provision for, SEN students
- Collaborating with the SENDCo to decide the action required to assist the student to progress
- Working with the SENDCo to collect all available information on the student's progress
- Working with students with SEND to build upon their knowledge and develop their skills
- Developing constructive relationships with parents
- Monitoring the progress of SEND students, they teach
- Refer to the Examination Access Arrangements list provided by the SENDCo's and ensure that Examination Access Arrangements for qualifying students are applied in tests and mock examinations

Curriculum access and inclusion

Glenmoor and Winton Academies strive to be Inclusive, engendering a sense of community and belonging through our:-

- Inclusive ethos
- Broad and balanced curriculum for all students
- System for early identification of barriers to learning and participation
- High expectations for all students
- Support for the 'whole child' both academically and pastorally

Glenmoor and Winton Academies have adopted an Academies-wide approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Where this is not possible, reasonable adjustments are made and a graduated response provided. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Academy including off-site visits, clubs and sporting events. We celebrate the achievements of all our students.

Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the SEND Code of Practice, in that 'All schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEND. Students with special educational needs but without Educational Health Care Plans (EHCPs) must be treated as all other applicants for admission'. (SEND CoP: DfE 2001 1:33). Therefore in line with BCP's Policy for Admissions students with an EHCP are also required to apply to school following the normal applicant procedures regardless of EHCP consultation procedures.

Glenmoor and Winton Academies are proud to be inclusive. All students are welcome, including those with special educational needs, in accordance with the BCP Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an Educational Health Care Plan (EHCP) educated in the mainstream, the BCP must provide a place unless:

The setting is unsuitable for the age, ability, aptitude or special educational needs ("SEN") of the child or young person; or

The attendance of the child or young person would be incompatible with the provision of efficient education for others; or

The attendance of the child or young person would be incompatible with the efficient use of resources. (This is set out in section 39(4) CAFA 2014)

There are no reasonable steps that can be taken to prevent the incompatibility.

Transition into the Academies and to further post 16 providers

Information will be gathered from primary schools, parents and external agencies so that the student's needs are known before admission. The SEND team welcomes meetings with parents prior to entry.

- Induction visits will be arranged so the student is familiar with the Academy sites and staff in readiness for the Year 6 Transition Day in July
- All students are tested within the first half term of year 7 to gain up to date baseline and standardised scores to inform if SEN support is required

Communication and collaboration are also carried out when a student reaches year 11 to ensure their post-16 provider is aware of their additional needs and what support would be best suited for the student when they move onto their next setting. This will allow the student to be fully supported in this transition and reach their true potential as a young adult.

Examination and access arrangements

If a student is encountering severe difficulties, dispensations will be applied for. Exam Access Arrangements can allow a student rest breaks, use of assistive technologies, extra time and in some cases a reader and/ or a scribe to aid access to examination questions and to articulate responses to questions. The examination access arrangements can only be granted by the regulatory authority (JCQ) if:

a) Thresholds of assessment and need have been met
b) The access arrangement can be evidenced as 'normal working practice' for the student.

Support will also be made available during assessment sessions and mock examinations. It is the responsibility of the teacher and curriculum team leaders to ensure that the Examination Access Arrangements are applied in tests and Mock Examinations.

Due to JCQ criteria and evidence gathering procedures Examination Access Arrangements will not change after December of Year 11 or later than two months before year 7-10 examinations.

Assistive technologies

A variety of technical aids can be provided to help support students with learning difficulties. Computers are widely available throughout the Academies. Laptops can be made available if required and supports students work within a lesson providing they meet JCQ criteria.

The Academies also use Reader Pens instead of human readers to promote independence, again where they meet criteria set out by the school and JCQ for use of a reader pen.

If students do use assistance technologies they are required to complete a home school agreement, alongside parents/carers.

Liaison with parents/ carers

Liaison with parents/carers is seen as of paramount importance to ensure effective support of any vulnerable student including those with SEN. Parents are notified if extra provision is made for their child. Parents are also involved at the review stage of EHCPs. The Academies acknowledge the right of parents/carers to be informed of their child's individual learning needs and the value of parents and the Academies working in partnership to assist the learning process.

Links with other agencies, organisations and support services

The Academies recognise the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students. Services we work with to offer additional support to students and/ or their family are:

- School Nurse
- Medical practitioner
- Counsellor
- Hearing Support Service
- Vision Support Service
- Integrated Youth Service
- Speech and Language Therapist
- Careers services
- Specialist Schools
- Examination Boards re: examination access arrangements

- Social Services
- Educational Psychologist service
- Child and adolescent mental health service (CAMHS)
- Occupational Therapists
- Physiotherapists

The above list is subject to change and more services are also accessed via the Early Help team. Staff liaise with external agencies in collaboration with the student and their parent/ carer.

Training and development

The Government, Governors and the staff at Winton and Glenmoor Academies understand the value of continuous development and training. The Code of Practice and SEND feature in the Academies development plan and CPD offer. Training includes a whole Academy approach delivered in staff training sessions, meetings and morning briefings to ensure that staff are kept informed of current and arising information relating to SEND.

Learning Coaches receive training in order to develop skills, knowledge and certification in specialist areas of practice. Learning Coaches benefit from internal training and from external training provided by visitors and off site training.

Record keeping

The Academies will record the steps taken in meeting students' individual needs. The SENDCo will coordinate the maintenance of records and ensure access to them as required. In addition to the students' central file, the SEND File for each student with SEND will also include:

- information from previous school/phases
- Reports from health services
- information from external agencies

This is in-keeping with the Academies data policy and GDPR compliant.

Staffing Model

The Academies use the Ofsted Framework and Education Endowment Foundation Research to support the staffing model in Inclusion. Learning Coaches plan and carry out interventions outside of the classroom to support students at SEND Support Level or with EHCP's. We do not have one to one adult support in lessons or additional adults based in classrooms.

Careers

A programme of careers advice and guidance is in place for students from years 9-11. Specialist advice and support for students with an EHCP are provided by the Academy, through the EHCP review process.

Criteria for evaluating the success of the SEND policy

The success of the Academies' SEND Policy and provision is evaluated through:-

- Monitoring of classroom practice by SENDCo and Curriculum Team Leaders
- Analysis of holistic student data and progress
- Consideration of each student's success in meeting their targets
- School self-evaluation audit
- Feedback from parents and students

A SEND report will be included in the Academies annual report, this report will reflect upon the previous year's SEND provision and includes:

- SEND provision within the Academy
- SEND needs at the Academies
- Provision and support evaluation

Guidance and further reading

SEND code of practice: 0 to 25 years, DfE 2014

SEND: guide for parents and careers, DfE 2014

Equality Act 2010

Bournemouth, Christchurch and Poole Local Offer

EEF – Special Educational Needs in Mainstream schools (2020)

Maximising the Impact of Teaching Assistants- Making the best use of Teaching Assistants (2017)

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