



SPECIAL EDUCATIONAL NEEDS EDUCATION AND DISABILITY POLICY

SEN PHILOSOPHY

All members of staff, in conjunction with the authorities, (Trust, Academy Council and LA) have a responsibility to ensure that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Pupils 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.

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Local Governing Body will review the policy, unless there are significant changes in the interim period.

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Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	August 2020	RHI/EMA	New Policy

1.0 Information about the School's SEND Policy:

1.1 Overview

The Brook Mead Special Educational Needs and Disability (SEND) Policy is based on the Special Educational Needs and Disability Code of Practice (January 2015). It aims to promote a consistency of approach to meeting pupil's Special Educational Needs and Disabilities, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

The legal framework for this policy is the Education Act 1996 and the Disability Equality Act 2010. The policy has also been written with reference to the following guidance and documents: The Statutory Guidance on Supporting Pupils at College with Medical Conditions (April 2014); Teachers' Standards (2012).

1.2 Aims and Objectives of the Policy

At Brook Mead Academy we welcome pupils with special educational needs and disabilities as part of our community. We strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum. The department of SEND and Inclusion has embedded its practice in the four principles of building secure attachments; nurture, engagement, structure and challenge. Our provision is for the most vulnerable, SEND, EAL newly arrived to the UK pupils and supports pastoral, learning, behavioural and attendance needs. The department endeavours to build resilience and embrace challenge through an inclusive environment that is both flexible and responsive. Our objectives are:

- To identify and provide for pupils who have SEN and additional needs.
- To work within the guidance provided in the Special Educational Needs and Disability Code of Practice, 2015.
- To provide support and advice for all staff working with SEND pupils.
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy.
- To provide a focus on outcomes of every pupil, including those with SEND.

1.3 Admission Arrangements

Pupils with SEND follow normal admissions procedures. The only criterion for priority is a pupil with a statement that names Brook Mead Academy.

2.0 Identification of Special Educational Needs and Disability:

2.1 The Special Educational Needs and Disability Code of Practice, 2015 identified four broad areas of need including:

- Communication and interaction:
 - Autistic Spectrum Disorders (ASD)
 - Speech, Language and Communication Needs (SLCN)
- Cognition and Learning:
 - Specific Learning Difficulties (SpLD) - Dyslexia, dyspraxia, dyscalculia
 - Learning Disabilities (LD)
- Sensory and Medical:
 - Hearing or Visual impairment (HI or VI)

- Physical disability (PD)
- Social, Emotional, Mental Health
 - Anxiety
 - Attachment
 - ADHD

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

Pupils have difficulty accessing the curriculum if they:

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

Special Educational Provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the pupil has SEND and appropriate provision identified to meet the pupil's individual need(s) will be made.

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 and 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.

3.0 A Graduated Approach to Special Educational Needs Disabilities Support:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

3.1 Identification and Assessment

Brook Mead Academy staff liaise carefully with local primary schools at transition. The transition team work in collaboration with the SENDCO and all the feeder primary schools. The SENDCO/transition team also attend Annual Reviews and multi-agency reviews of pupils in Year 6 where appropriate. Enhanced transition packages and summer school are used to add maximum support for the most vulnerable SEND pupils, where appropriate.

All pupils complete screening assessments including MIDYIS, reading and spelling on entry to Brook Mead Academy. There are also classroom observations and individual diagnostic assessments are undertaken, if necessary. Assessments are used to inform the department of which pupils should be withdrawn and for what programme.

All pupils with SEND are reviewed termly and their level of support adjusted accordingly. Tracking is monitored, and post intervention evaluations, alongside other data, is analysed regularly. At Brook Mead Academy we are acutely aware that SEND pupils require ongoing formative assessment as well as the tri-annual summative assessments as part of the assessment model.

3.2 Curriculum Access and Provision

All staff receive advice, guidance and training to support SEND pupils in accessing the curriculum and ensuring the most effective provision. Pupils are supported in developing appropriate social skills and positive relationships enabling them to become more independent through bespoke, time focused interventions. The department promotes the Brook Mead ethos through inclusive lunchtime activities, both inside and outside, to support vulnerable pupils and to enhance the experience for all pupils and their understanding of the needs of others. Specific interventions are put in place to address pupil's SEND, helping to remove the barriers to their learning and enabling them to make progress across the curriculum.

*See 'definition of disability' at the end of this policy.

Some pupils, due to their needs, will require modification to their curriculum and a small percentage qualify for access arrangements to support them when taking external examinations.

The SENDCO and department liaise with post 16 provision to ensure that pupils with SEND have effective and positive transitions.

3.3 The Graduated Response

Teaching pupils with SEND 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 pupils.

A Graduated Response is adopted for pupils identified as having SEND. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff as part of Quality First Teaching. For a more detailed review of provision see the Leicester Local Authority Offer and the Personal Statement for Castle Mead's Offer.

Universal Provision - Quality First teaching by all teaching staff.

SEN Support - Is initiated where pupils have failed to make adequate progress as identified by the SENDCO through the assessment arrangements as in 3.1. Criteria for SEN Support include:

- Low Numeracy/Literacy scores.
- Prior attainment is 'Low' Teacher's observations.
- Primary Teachers' comments.
- Concerns from staff or Parent/Carer.

Provision from within the school's resources is identified to help meet the pupil's needs. Interventions may include:

- Variety of reading interventions targeted to particular aspects of literacy and reaching including: Direct Instruction, Spelling, Handwriting interventions and Writing development.
- Targeted Maths interventions.
- Interactive Play, Social Communication.
- Draw and Talk therapy.
- Nurture and friendship groups.
- Restorative Justice.

High Level Needs - Where pupils fail to make adequate progress, despite additional provision at SEN Support the school seeks advice and involvement from external support services. Brook Mead Academy makes full use of the specialist agencies in the area who can offer support and advice on SEND. With the agreement and support of parents/Carers, referrals are made to relevant agencies. Detailed reports and data are gathered from staff which is included on the referral form and a pupil may be assessed within the classroom or individually by a specialist. The recommendations made by the agency will be shared with parents/Carers and the staff at Brook Mead Academy. Through the pupil's personalised advice card, all staff will ensure that strategies are adopted to help the pupil.

Should the assessments carried out by external agencies identify that the pupil requires additional provision on a regular basis, for an extended period, then the school will apply for additional resources. The application will be evaluated against criteria established by the Local Authority (LA).

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or parents/carers may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an Educational Healthcare (EHC) plan. The SENDCO is responsible, on a daily basis, for providing support and mentoring, allocates pupils with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at SEN Support and learning assistants are fully involved.

3.4 Bespoke Pupil Passports

The strategies that will be employed at SEN Support and High Level Needs and for pupils with EHC plans are recorded on pupil passport and SIMS reflecting provision that is additional to, or different from, normal differentiated provision. All pupils with SEND have a bespoke passport and their progress is closely monitored. Contents of the pupil passport and Information Sheet from SIMS include:

- Access arrangement information.
- Teaching and Behaviour for learning strategies
- Additional provision to be put in place.

The pupil passport is communicated to all staff who support the pupil's learning, and to the parents and guardians and the pupil. Pupil passport are constantly reviewed and updated, but also form part of the formal review process. The expectation is that teachers engage with the pupil passport to use the suggestions and strategies to support learning in the classroom. Prior to review, teaching staff return a report outlining:

- What Went Well, and current assessment information.
- Even Better If (future targets) and how to achieve the Even Better If.

3.5 Continuous monitoring of individual progress

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

3.6 Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for pupils with SEND is regularly reviewed and revised. As part of Quality First Teaching, it is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those pupils with SEND in partnership with the Learning Support Department.

3.7 Provision of Curriculum Support

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list):

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 SENDCO 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 pupils with SEND may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of pupils is kept to an absolute minimum, in accordance with Brook Mead's inclusion ethos.

d) In-service training:

- The SENDCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at Brook Mead Academy.
- Individual faculties can ask for INSET from the SENDCO 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.

3.8 Allocation of Resources:

Staff are deployed to maximise the support for statemented/EHC pupils and those on the SEND register. Learning assistants are used to run effective, time limited and personalised programmes of support for both individual pupils and groups. These are regularly reviewed and analysed to ensure all interventions are appropriate in meeting the needs of pupils. The department manages and deploys resources in the most effective way within the SEND budget.

3.9 INSET

All staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff have on-going professional learning opportunities, and CPD is available to support their development and their role in supporting pupils with SEND. CPD and expertise is cascaded throughout the school to enable all staff to work with a diverse range of needs, working in collaboration with outside agencies to maximise the support offered to pupils.

The SENDCO regularly attends the external network meetings and conferences in order to keep up to date with local and national updates in SEND. This information is then cascaded to staff and implemented through personalised advice cards and intervention.

3.10 Special Provision

In line with current legislation the school building complies with current legislation. Adaptations occur to meet individual's needs.

4.0 Supporting pupils at school with medical conditions:

Brook Mead Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

For further details, please see the School's policy for supporting pupils with medical needs.

5.0 Monitoring and Evaluation:

Pre and post intervention data is analysed. Annual Reviews and multi-agency meetings provide evidence for those on the SEND register. This is in addition to the tracking and reporting systems already used by the whole school. The SEND department in line with all other areas of the school have annual evaluations and improvement plans.

Brook Mead Academy will also ensure there are timely and regular external reviews of safeguarding commissioned, to ensure there is an objective evaluation of provision.

5.1 Monitoring and Evaluation of this Policy

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

- Recorded views of pupils and parents or guardians, particularly at meetings.
- Recorded views by teachers on pupils' competence, confidence and social acceptability.
- Measurable or observable gains from pupils, 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 SEND.
- The SENDCO reviewing procedures in consultation with subject leaders and outside agencies,
- Feedback from other faculties and outside agencies.
- Number of complaints received.

6.0 Working in Partnership:

6.1 In School

The SENDCO liaises closely with individual members of senior leadership team, subject teachers, tutors, support staff and department heads as appropriate. Information and concerns are always discussed with the appropriate member of staff.

6.2 Parents

At Brook Mead Academy we work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment where all our differences are valued. We believe that the relationship between Brook Mead Academy and its parents/carers is a partnership which involves a two-way process. Brook Mead Academy provides an open-door policy where parents/carers are encouraged to contact the school whenever they have a concern and a convenient time will be made for this to be discussed further. We recognise and value the input of the family and believe that this has a crucial bearing on a pupil's educational progress and on the effectiveness of any action the school may take. By working with parents/carers we aim to provide the best opportunities for our pupils in a nurturing and safe environment where they feel listened to and respected.

We aim to ensure that parent/carers of pupils at Brook Mead Academy are open and confident in working in partnership with us and with other professionals and we aim to ensure that we support parents/carers in this process.

- Parental views are recorded as part of the Annual Review procedures.
- Parents/Carers are actively encouraged to help their pupil in many ways, for example: hearing their pupil read and learning spellings. Information sheets have been produced that may be helpful.
- Parents/Carers are encouraged to attend Parents' Evenings where their pupil's progress is discussed with subject teachers
- Effective communication is achieved through regular contact with home, either through letters/emails, telephone calls or the pupil's planner.
- New parents/carers can attend the Open Evening in the winter term prior to transfer and the Parents' Induction in the summer term before transfer

6.3 Pupils

Brook Mead Academy recognises that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2015). At all times pupils are engaged in their education and encouraged to develop sustainable skills and strategies that enable them to overcome the barriers to their learning successfully.

- EHC pupils are fully involved in the annual review process.
- Pupil views are recorded as part of the Review process and their views are valued and listened to

6.4 External Support

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

- The Educational Psychologist.
- The Pupil and Mental Health Services (CAMHS) support.
- Learning, Communication and Interaction Team (LCI).
- Children's Hospital School.
- The School Nurse.
- The Educational Welfare Officer.
- Speech and Language Service.
- Occupational Therapy.
- School counsellor.

6.5 Between Schools

The SENDCO to liaise with other SENDCOs:

- In TMET, with communities established between the secondary schools in particular.
- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENDCO-network' meetings.
- On the transfer of a pupil with SEND.

6.6 Transfer Agreements

All documentation about special needs included in a pupil's record is transferred between schools. The SENDCO deals with specific enquiries. Additional induction days are arranged as required for all pupils with SEND and vulnerability factors. The records of pupils 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.

7.0 Management of SEND within School:

The Principal and the Academy Council have delegated the responsibility for the day to day implementation of the policy to the SENDCO.

In line with the new Code of Practice (2015) all staff in school have a responsibility for pupils with SEND. Current Teaching and Learning protocols within school promote Quality First Teaching.

The department is led by a very experienced team with particular expertise in working with pupils with complex SEND. Support is all provided from across TMET. See appendix for structure.

7.1 Roles and Responsibilities

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

Academy Council:

- In partnership with the Principal, the Academy Councilors have responsibility for monitoring the school's general policy and approach to meet the needs of pupils with SEND.
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the academy improvement plan, which included provision of SEND.
- Monitoring the policy through the school's self-review procedures
- All Academy Councilors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to pupils on the school's policy through the website.
- The named governor for SEND will report back to the Academy Council.

The Principal:

- Setting objectives and priorities in the academy improvement plan, which includes SEND.
- Line managing day-to-day provision for pupils with SEND, including setting a budget for supporting pupils within the school's overall financial resources.
- Informing the Academy Council.

SEND Coordinator:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and Performance Management.
- Screening and identifying pupils.
- Co-ordinating provision for pupil.
- Supporting the teaching and learning of pupils with SEND.
- Keeping accurate records of all pupils with SEND.
- Drawing up, reviewing and monitoring Pupil Advice Cards for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- Being responsible and accountable for the whole-school SEND 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 pupils with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Principal reports to the Academy Council.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for pupils with SEND are purchased from school capitation.
- Raising awareness, of school responsibilities towards SEND.

Teachers: "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 pupils in their classes.
- Ensuring pupil passports are considered in lessons.
- Monitoring progress of pupils with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENDCO.

Teaching Assistants:

- Support pupils with SEND and the wider school population. Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets.
- Assist with drawing up individual plans/ pupil passports, 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 pupils on Educational Visits, as required.

8.0 Storing and Management of SEND Information:

All SEND documents and data are stored in line with the school's Data Protection Policy.

9.0 Complaints:

If parents/carers have a complaint this should be directed in the first instance to the SENDCO. If there continues to be cause for complaint parent/carers should address their concerns to the Principal or the Academy Council as in line with the Trust's complaint procedure.

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