



Cabot
Learning
Federation

Broadoak Academy SEND Policy

Date Approved: October 2023
Approved By: Academy Council
Review Frequency: Biannually
Date of Next Review: September 2025

1. Rationale

Broadoak Academy is an inclusive school where everyone is made to feel welcome. Our Academy vision sets out to ensure that all students maximise their abilities, ambitions, and academic potential. We offer a high level of challenge accompanied by high levels of support so that all can achieve. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 September 2014 and has been written with reference to the following Guidance and documents:

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

2. Aims:

All children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Set the foundations for a successful transition into adulthood, whether into employment, further or higher education or training.

At Broadoak Academy we aim to improve outcomes through high aspirations and expectations for children with SEND.

3. Definition of Special Educational Needs and Disability (SEND):

In the new guidance, 'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

The broad areas of need (page 98 of the guidance) are:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category.



At Broadoak Academy we identify the needs of pupils by considering the needs of the whole child, which will include other aspects, not just the special educational needs of the young person.

Other factors may impact on progress and attainment such as:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation. However, these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

In the recent guidance identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child’s behaviour should be described as an underlying response to a specific or range of needs. In school we will be able to recognise and identify this clearly as we will know the child well.

4. Identification of SEND:

We identify students with SEND through:

- Information from partner primary schools, the local authority and/or parents/carers upon transition to the school.
- A diagnostic assessment identifying a special educational need (this assessment will be triggered by staff concerns)
- Assessment reports from outside agencies including Occupational Therapist, Educational Psychologist, Speech and Language, Paediatricians.
- We screen every student when they start Broadoak Academy for dyslexia, dyscalculia, and their reading age.
- information from parents/carers after the initial transition period if outside assessments have been completed or additional support implemented.

5. Provision for supporting students with SEND:

Provision is planned through:

- Formal assessment of needs (as outlined above).
- Meetings with parents/carers, the student and other professionals as appropriate (particularly where students have medical needs).
- Establishing a SEND Support Plan.
- Reviewing the impact of provision in meeting with parents/carers, the student and those involved in delivering the support.



Provision is delivered by:

- All class teachers who offer 'quality first teaching'.
- The SENCO.
- The Student Support Team, which is made up of HLTAs, Learning Support Assistants and Learning Mentors.
- Academy-funded external professionals including Educational Psychologist and Advisory Teachers.

Broadoak is committed to working with a range of agencies to ensure the needs of SEND students are understood and met. We will work in a multi professional context to plan provision with parents/carers and other agencies who may be working with the family or student. This will particularly be the case for student who have an Education Health Care Plan (EHCP) but will guide our work with all students on the SEND register.

If there are further concerns for a child, the class teacher will apply the PLAN-DO-REVIEW cycle which involves:

- Collecting further evidence of the child's needs including any formative data or support agency advice.
- Observations of learning used to identify learning strengths with a focus on what the child can do.
- Meeting with parents/carers to discuss their views and how they can support their child
- Ascertaining the views of the young person
- Seeking the support of the SENCO or Deputy SENCO as necessary
- Planning and setting targets and regularly keeping parents informed of progress
- Reviewing the plan with parents and setting new targets if progress has been made in line with expectations.

If, after a period of 'early action' and where pupils have not made adequate progress, the SENCO will consider if further or continued support is required. If this is the case, the child will now be identified as receiving SEND Support, the single category of SEND.

This is not a comprehensive list, and we will make reasonable adjustments dependent upon individual student's needs. We will do this in consultation with parents and professionals working with the student.

6. Roles and Responsibilities:

6.1 SENCO:

- Identification and assessment of students with SEND.
- Coordination of provision for SEND students.
- Meeting with parents/carers and other professionals as appropriate to establish SEND support plans; monitoring and evaluation of those SEND support plans.

- Seek advice from and make referrals to external agencies as needed.
- Sharing information about students on SEND register and offering support to teaching staff to ensure the delivery of 'quality first teaching' through development of Pupil Passports for students on the SEND and Additional Needs registers.
- Training staff about range of SEND and appropriate quality first teaching strategies.
- Management of the Student Support Team including deployment of the team, and their professional development through training, meetings, and performance management processes.
- Liaising with primary schools at transition to ensure that needs of SEND students are fully understood and planned for at the start of Y7.
- Fulfil legal requirements of Education Health Care Plans, undertaking an annual review and collecting information from all relevant parents/carers, teachers and other professionals.
- Produce reports for EHCP applications.
- Write SEND Information Report required under the new Code of Practice and review on an annual basis.
- Assess and monitor access arrangements for students in exam/controlled conditions.

6.2 Teachers:

- Identify students with SEND in their classes.
- Use Student passports to inform their planning and differentiation of resources /approach to support SEND students.
- Provide information and feedback to SENCO when requested to inform SEND planning and review.
- Discuss with SENCO any concerns about students they feel may have SEND.
- Provide clear direction for HLTA's/LSAs working in their lessons to ensure they can effectively support SEND students.
- Seek support with differentiation and quality first teaching strategies from the SENCO if a student with SEND is not making progress in their lesson.
- Be aware that students with SEND are more vulnerable to bullying from their peers and report any suspected incidents to the Head of House (in line with the Anti-Bullying Policy) and SENCO.

6.3 Student Support Team:

We have a dedicated team who work with the child and parent/carer to support our students at Broadoak Academy with SEND and make sure they achieve. The team will:

- Work with SEND students in lessons, as directed by the SENCO and in conjunction with the class teacher, using their knowledge and understanding of the students' needs to develop independence and confidence with the work set.
- As Key Workers, support the implementation and monitoring of SEND support plans.



- Support students in extra-curricular activities, where appropriate.
- Work with small groups, in or out of the classroom, under the direction of the SENCO or class teacher.
- Share information with the SENCO about any issues observed in working with SEND students.

6.4 Senior Leadership Team (SLT):

- Monitor and evaluate policy through line management of SENCO and through data analysis (3 times per year).
- Ensure that needs of SEND students are promoted in link meetings with Heads of Faculty and Heads of House.
- Take into account any SEND when dealing with incidents related to behaviour and make reasonable adjustments with the SENCO involved in any decisions.

Further information about Special Educational Needs and Disability provision at Broadoak can be found in the SEND Information Report which is required under the new Code of Practice. This is published on the Academy's website. It includes how parents/carers can make a complaint if they are unhappy with the provision made for a SEND student.

If a parent/ carer wishes to make a complaint regarding a SEND matter, they should, in the first instance, raise it with the SENCO, who will try and resolve the situation. If they feel the situation is unable to be resolved, they are invited to contact the Head Teacher. Parents/carers can also contact the local authority for any information and guidance if they are still unhappy.

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