



BROADOAK
ACADEMY

Special Educational Needs & Disability (SEND) Policy

Recommended by: Teaching, Learning & People Committee

Date: March 2021

Approved by the Full Governing Body

Signed:

Broadoak Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Rationale

At Broadoak Academy we are committed to ensuring that all students maximise their 'abilities, ambitions and academic potential', and offer a high level of challenge accompanied by high levels of support so that all can achieve.

The policy seeks to implement the principles underlying the new Code of Practice introduced in September 2014. These include:

- Greater partnership working with families and other agencies.
- Early identification of need.
- Quality First teaching.
- 0-25 years support and transition.

We aim to foster an inclusive environment, developing high aspirations and expectations of all students and in particular within the context of this policy, of those with Special Educational Needs and Disabilities.

2. Aims:

- To ensure that the relevant sections of the Children and Families Act (2014) and the SEND Code of Practice (updated Jan 2015) are fully implemented across the Academy.
- To outline how SEN is identified and supported across the Academy.
- To explain how the needs of students with SEND will be coordinated.
- To outline the roles and responsibilities of all stakeholders with regard to SEND provision at Broadoak Academy.

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

At Broadoak we use the definition provided within the Children and Families Act 2014. That is:

"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 or mainstream post-16 institutions."

Students with SEND have a range of needs which can be classed as:

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

We recognise the provision within the Code of Practice which states that students are only identified as SEND if they do not make adequate progress even with 'quality first teaching'

that plans personalised interventions/adjustments to meet the needs of the student. Where students may have specific learning difficulties or needs, but quality first teaching is sufficient to meet these needs, students will be placed on the Additional Needs Register so that teaching staff are aware of and can plan to meet those needs within the classroom.

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.
- Using screener tools to identify classroom barriers. These include the dyslexia and dyscalculia screeners.
- 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 and Paediatricians.
- 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.

We provide 3 waves of support, dependent upon the type and level of need.

- Wave 1:
 - 'quality first teaching' including work adapted as appropriate.
 - seating plans.
 - access to ICT or reader/scribe in class to produce work.
- Wave 2:
 - 1:1 reading, spelling and maths programmes

- Group work and 1:1 work to support Communication and Interaction or Social, Emotional and mental Health needs.
 - Targeted in-class support.
 - Fine and gross motor skills development programmes (e.g. Nessy Fingers).
 - Supported Home Work club.
- Wave 3:
 - Programmes or adaptations made based on report from external professionals.

This is not a comprehensive list and we will make reasonable adjustments dependent upon individual student's needs.

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 assessments or Top Up Funding 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 Year Leader (in line with the Anti-Bullying Policy) and SENCO.

6.3 Student Support Team:

- 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 class teacher.
- Share information with the SENCO about any issues observed in working with SEND students.

6.4 Senior Leadership and Management Team (SLMT):

- 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 Year.
- Consider any SEND when dealing with incidents related to behaviour.

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 about 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.

See also:

- Single Equality Policy
- Accessibility Plan