



ASPIRATIONS



BOVINGTON

ACADEMY

AN ASPIRATIONS ACADEMY

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SEND Policy Statement

This policy is in line with the Special Educational Needs Code of Practice 2014/15 and provides a clear framework for its implementation in our Academy. Bovington Academy is committed to equality of opportunity and provides full access to the National Curriculum for all children, including those with special educational needs. All children will be admitted to Bovington Academy, irrespective of their needs, where a placement is deemed appropriate.

The Academy recognises that children with special educational needs may fall into one or more of the following four categories:

1. Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, hearing impairments or autistic spectrum disorder.

2. Cognition and Learning Difficulties

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. Specific learning difficulties include, for example, dyslexia and dyspraxia.

3. Emotional and Mental Health Difficulties

Children may be withdrawn or isolated, disruptive or disturbing their peers, over- active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

4. Sensory and/or Physical Difficulties

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological, or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional or physical stress.

Aims

- To identify through appropriate assessment those children with special educational needs.
- To ensure that all children have access to a broad, balanced and relevant curriculum and a range of educational opportunities.
- To ensure that all children receive an education appropriate to their age, aptitude and ability.
- To ensure that SEND provision in the Academy is effective in meeting the needs of children with SEND.
- To ensure that every effort is made to allow all children with SEND to experience educational success and to feel that they are a valued member of Bovington Academy
- To ensure that all children enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum.

- To recognise and allow for individual differences between children, understanding that:
- Children develop intellectually, emotionally and physically at different rates
- Children needs change with time and circumstances
- Educational provision must be adapted to keep pace with these changes.

The staff will work together as a whole academy to achieve these aims by:

- Prompt identification of those children who may have special educational needs
- Assessing the children individual needs as soon as cause for concern has been raised
- Monitoring and reviewing children' performance and progress, implementing agreed targets in the education plan and evaluating these termly
- Reviewing Individual Educational Plans (IEPs) or Individual provision maps
- Providing the appropriate support to those with special educational needs
- Working in partnership with parents by liaising with and supporting parents/carers to ensure that they play an active and valued role in the education of their children
- Working in partnership with appropriate outside agencies to ensure a multidisciplinary approach to planning and implementing appropriate and effective support
 - Working in partnership with children to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress
- It is intended that this SEND policy will form the framework for special needs provision within the Academy and that it will continue to be a practical working document.

Definitions, areas of need and identification.

Children are identified as having special educational needs when due to one or more of the following factors, they find it hard to learn and are not making the required amount of progress, compared with the majority of children of the same age.

- Communication and Interaction difficulties
- Sensory and/or Physical
- Cognition and Learning
- Social, Mental and Emotional Health Issues.

Internal and external professionals, teachers and parents/carers are often called upon to support in the assessment process of an individual who may be suspected as having one or more 'Special Educational Needs'. Once this has been achieved, Bovington Academy will let families/carers know, and if required a meeting will be arranged to discuss the support and intervention required. This will enable the young person or their families the chance to express their thoughts and desires in relation to the provision to be provided. Subsequent meetings will follow with parents/ carers, internal and possibly external professionals in relation to the progress and review of the support

needed, this will occur until the time when the individual is making an adequate level of progress and achieving to a similar rate as their peers.

Making a complaint

The Governing body is responsible for ensuring that a complaint has been dealt with through the college's specified complaint procedure:

- Any parent who is unhappy with the SEND provision at Bovington Academy should first discuss their concerns with the SENDCo
- If parents remain concerned, further discussion should take place with the SENDCo and the Vice Principal or Principal
- Further representation can then be made to the Governors who can consider appropriate action with other members of the governing body
- If parents still remain concerned they can refer to the Local Authority.

Assessment to identify children with literacy difficulties- SENSS Special Educational Needs Service.

Children are tracked for their attainment and progress. Class teachers and the Phase Leader are responsible for highlighting those children who are not making sufficient progress or whose attainment is below where they should be for their age. In class intervention will be put into place and discussed with the parents.

For those children who do not make sufficient progress or attainment after interventions over a period of time and are significantly below age related expectations, the SENDCo will look to refer to the SENSS service for further diagnostic testing to create a detailed profile for the child where an IEP will be developed.

Learning Support staff may work with children on a withdrawal basis using a multi-sensory approach or there will be specific advice for in class support from the class teacher or LSA. These assessments will be updated each term in order to measure progress and inform future target-settings.

Assessment by Local Authority Services

Some children will present with learning difficulties which will require assessment by one of the services provided by the LA. In each case, evidence of the children's difficulties are required, along with details of the provision which has already been made to support the children, before a referral can be made by the SENDCo.

Provision for children on the SEND register

The role of the class teacher

- All teachers should recognise that there is a wide range of children's abilities and provide appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum.
- Class teachers have SEND responsibilities for their class and ensure that this work is correctly differentiated/varied to be able to meet the needs of each child.
- All teachers contribute to the assessment, monitoring, recording and reporting of progress of children with special educational needs for their class
- Class teachers access the SEND register and IEPs via the Team Drive. It is the class teacher's responsibility to write the IEP's and individual profiles and review them each term with the support of the SENDCo if required. This evidence is collated and summarised as part of Pupil Progress meetings, delivered by the Phase Leader to the Senior Leadership Team which forms an important part of the review process and future target setting.
- Teachers should be aware of the importance of identifying children who have special educational needs and refer them to the SENDCo with a clear plan of what they have put in place as the class teacher prior to referral.
- Time should be allocated during Phase meetings so that SEND is a regular item.
- All teachers, where appropriate, will contribute to the identification, assessment, monitoring, recording and reporting of progress of children with special educational needs.
- The monitoring of progress of SEND children is the responsibility of all teachers for the children in their class. It is the responsibility of the Phase Leader to lead this within their phase.
- Where support staff are involved, they are expected to contribute to the monitoring process.
- EHCP's/IEPs/ provision maps/individual profiles provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.

The role of Learning Support Assistants (LSAs)

- LSA support in class is allocated on the basis of child need and entitlement.
- Priority is given to providing support for children with an EHCP, then at SEND Support. For most children, the need for support is greatest in core subjects and those subjects.
- The primary role of LSAs is to enable access to the curriculum, facilitate independent learning, and promote inclusion.
- LSAs can perform a range of duties within the classroom, including supporting the teacher with behaviour.
- Teachers should maximise the effectiveness of LSA support within lessons by:
 - Noting the role of the LSA in their planning
 - Providing the LSA with schemes of work, Context Sheets and lesson plans
 - Discussing lessons and children's individual learning needs
 - Communicating with the LSA through meetings or by e-mail

- Any queries or requests regarding support in class should be addressed to the SENDCo.

IEPs/ Provision maps and Children profiles

All children on the SEND list will have relevant documents for their needs. These are accessible to all staff on the Team Drive and are regularly sent to staff by the office/SENCo. All documentation is updated at least once a year, following the review meetings. Parents should have at least three opportunities to meet with teachers to review progress.

Subject teachers should use these documents as 'working documents'; note any strategies or types of differentiation used in order to meet a child's needs, as well as the children's response to such strategies. Used in this way, they can provide evidence of children's progress and can be made available to assessors/inspectors during lesson observations, if required.

The Review Procedure

Annual Reviews of Education Health Care Plans Children

Annual Reviews will be held in accordance with LA procedures and statutory requirements using the pupil centred review method. All children with SEND will be reviewed at the yearly reviews and plans updated.

Staff will be invited to attend Annual Reviews, along with other in-school staff and professionals from other agencies who are working with the children.

- These are currently being held via phone/video call in line with COVID-19 risk assessments September 2020.

Reviews for children at SEND Support level.

Reviews for these children will be held every term with the Phase Leader and those teachers responsible for SEND within their classes and the SENCo if required.

It is sometimes necessary to discuss a child's progress and provision with parents/carers and outside agencies more often than the standard once yearly procedure. Such meetings should be regarded as a review and will often be held as a result of underachievement and lack of academic progression.

Monitoring Children Progress

Children progress is monitored by the following means:

- Through SEND Review Procedure, as outlined above.
- Through the whole- academy review procedure; data entries by teachers are used by the SENDCo and Phase Leaders to assess progress in attainment. This occurs every 11 weeks/after each end of unit assessment in all subject areas.
- At meetings of LSAs and teaching staff with the SENDCo.

Exam Access Arrangements

Special arrangements are made for children who are sitting examinations to ensure that they receive the arrangements to which they have an entitlement. Children are assessed in accordance with the requirements of the examination board concerned and the necessary access arrangements are made. Any queries concerning exam access should be directed to the Examinations Officer and then the SENDCo.

The policy will be monitored and reviewed to ensure its continued development.

The Governors of this academy are in full agreement with this policy and will be kept fully informed of any new SEND documentation/initiatives or amendments to the policy.

Strategies to reduce dependence

Children can only work independently if the work is pitched at the right level. This sometimes means tracking back to earlier learning objectives and designing activities that will help the children or a group achieve them.

Learning Support Assistants need to know what children are meant to be learning so that they can focus on this, rather than on whether or not children have completed particular tasks.

Sometimes Learning Support Assistants are deployed to support a children or group of children, when other modifications/adjustments would have allowed the children or group to work independently. A simple example would be the use of a netbook with a spell check in lessons instead of a scribe for a dyslexic child. The use of other modifications/adjustments should always be explored before additional support is brought in.

When supporting a children or group, the Learning Support Assistant should stay with the children only as long as it takes to make sure they understand what they have to learn or do. This might be modelling what has to be done – either by using the actual task or a parallel one – and encouraging children to ask questions. The assistant should then move away. Children can be encouraged to stay ‘on task’ if the assistant monitors them from a distance and provides praise for appropriate behaviour.

Teachers should discuss the issue of independence with the assistants they work with. It may be helpful to demonstrate ways of prompting children to think for themselves, for example:

- When children are successful, asking them what it was they did for them – this will
- Help them identify successful learning strategies and encourage them to use them to work independently on other occasions
- Build in ‘wait time’ after asking a question
- Avoid giving children the answer – instead, ‘scaffolding’ their thinking with
- Further clues and questions until they reach the answer themselves
- Ask children to ‘have a go’ before they ask for help, and praising them for this,
- Suggest a child works with a ‘study buddy’ for a while rather than an assistant.

Effective Support

Effective support is:

- Discreet – so children are not embarrassed in front of their peers
- Selective – used at particular times for particular purposes, or used in particular subjects, but not overwhelming so that children never work without support
- Aimed at building independence, not encouraging dependence
- Aimed at building a children self-confidence, by enabling them to succeed and giving feedback and praise
- Aimed at increasing children inclusion in the peer group and not isolating them
- Based on an understanding of a children needs
- Skilled - delivered by trained adults with good subject and SEND knowledge
- Informed - delivered by support assistants who know the overall objectives for the lesson and what each children is intended to learn, and are clear about their role in helping children to achieve learning outcomes
- Planned – the teacher and the support assistant take time to plan together
- Governed by agreed ground rules about who can do what in a lesson, and when – for example rewards and sanctions
- Useful for teacher’s planning, by providing observation and feedback on children progress.