SEND Policy

Latest version:	**September 2022**	Review period:	1 year
Date of next review:	September 2023	Owner:	Bovington Academy
Type of policy:	Network	Approval level:	Board of Trustees

Contents

1. Aims

2. Legislation and guidance

3. Definitions

4. Roles and responsibilities

5. SEN information report

6. Monitoring arrangements

7. Links with other policies and documents

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our 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. We are an inclusive school; our main provision is through quality first teaching which matches the learning to the needs of the pupils.

We aim:

● 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's 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 Provision Maps, PSP's, Behaviour Plans, Individual Care Plans regularly

● 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.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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, Emotional and Mental 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 provision, through support, personalised learning and intervention, that will be put into place. This will enable the young person and 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 a similar rate as their peers.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is Ms Sue Matthews.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCo to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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 put in place to support the child. The SENDCo and the Academy Principal will discuss at the termly SEND Planning meeting. If the Academy has met the graduated response and can provide full evidence, LA professionals may then work with the child further. If the graduated response has not been met, the LA will give the Academy further advice to support the child.

5.3 Consulting and involving pupils and parents

The school speaks with parents and carers on a regular basis and will have an early discussion when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Reviews for children at SEN Support, on the SEND register, will be held termly with the Phase Leader and class teacher/LSA's as part of the Phase meetings. Class teachers and/or phase leaders ,if appropriate, will meet with parents at the termly Parents Evenings to review provision in place. The SENDCo will attend the Pupil Progress meetings termly and support any review meetings as required.

It is sometimes necessary to discuss a child's progress and provision with parents/carers and outside agencies more often. Such meetings should be regarded as a review and will often be held as a result of underachievement and lack of academic progression or a change in circumstances.

Children progress is monitored by the following means:

- Through SEND Reviews/Parents Evenings, as outlined above
- Half Termly Pupil Progress meetings
- 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.
- SEND Concerns Log
- Annual Reviews for children with an EHCP
- Termly provision mapping review

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will liaise with previous settings when pupils move to Bovington Academy and offer a full induction for all pupils. For those with SEN the induction will be led by the SENCo.

All children will be well prepared for transition as part of the whole academy transition plan at the end of the academic year. Some children will require an enhanced transition where they will access

their new learning environments and meet adults working with them more regularly as well as being supported by visual aids, social stories and timelines. Some children may benefit from a phased start to school as part of a Pastoral Support Plan (PSP.)

Year 6 pupils will work with feeder schools to access their transition offer in the Summer Term. The SENCo and Inclusion Team will work closely with the feeder school to identify those children who require an enhanced transition and will facilitate accordingly.

5.6 Our approach to teaching pupils with SEN

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. Where support staff are involved, they are expected to contribute to the monitoring process.

Class teachers access the SEND Register and Learning Profiles, via the Inclusion Drive. It is the class teacher's responsibility to write the Learning Profiles and individual SEND plans and review them each term with the support of the SENDCo/Inclusion Team, if required and report this to parents. 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 through the SEND Concerns Log.

Time should be allocated during Phase meetings so that SEND is a regular item.

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.

EHCPs/IEPs/ provision maps/individual profiles provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.

Each phase will have a Provision Map which outlines all interventions and provision in place across the phase/in classes and who is working in these groups. Children will be part of the Provision Map if they are working below their chronological age in areas of learning and require further intervention to the daily classroom teaching, so that they can make the relevant progres. Intervention should not be excessive and not take the place of excellent classroom practice.

There will be clear entry and exit data/information.

Provision Maps should show progress data with clear outcomes and form part of termly Pupil Progress meetings.

Phase Provision Maps will be updated half termly (6x a year).

Provision Maps are working documents and form a key part of the Academy's graduated response. Phase meetings should be used to review and update the Phase Provision Maps regularly. For those children who have received significant intervention over time and are still not making the relevant

progress, they may be placed on the SEND Register at SEND Support, in discussion with the SENDCo and parents.

All children on the SEND Register will have relevant documents for their needs. These are accessible to all staff on the Inclusion Drive and are regularly sent to staff by the SENDCo. All documentation is updated termly following the Pupil Progress review meetings. Parents should have at least three opportunities to meet with teachers to review progress as part of Parents Evenings over an academic year. For some children with complex needs, review meetings will need to take place more regularly. The Inclusion Team and SENDCo will support any staff who require help with a review.

Children with EHCPs will have an Annual Review. EHCP Support plans are working documents and should be updated termly as a minimum. They should be brought to the Annual Review meeting to discuss progress over the year.

PSPs and Behaviour Plans should be reviewed every 6 weeks. Any child who is working on a part-time timetable must have a review and PSP (Pastoral Support Plan) where parents agree to and sign the part time provision sheet.

Teachers and LSAs 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.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions in our classes/phases:

- RWI - small group/1:1
- Precision Teaching
- Target Readers
- Move to Learn, Learn to Move
- NELI (EYs)
- Number Sense (KS1)
- Success @ Arithmetic (KS2)
- ELSA- small group/1:1
- SALT programmes
- Better Reading Partners

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, scaffolding tasks, organisational support
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking down tasks further, using visual timetables, task boards.

5.8 Additional support for learning

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's progress.

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 - addressing gaps in their knowledge quickly and accurately.

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.

We have 9 Learning Support Assistants who are trained to deliver the interventions mentioned above, in the afternoons. Teaching assistants will support pupils in small groups when required in class or as part of a targeted intervention.

Teaching assistants will support pupils on a 1:1 basis when the SENCo/SLT recommends this.

5.9 Expertise and training of staff

Our SENCO is new to the role but has many years teaching experience as a qualified teacher and has a vast amount of experience working with SEND children and their families.

They are allocated 3 days a week to manage SEN provision.

We have a team of teaching assistants who run interventions.

In the last academic year, staff have been trained in Move to Learn, Learn to Move, Precision Teaching, SALT Coaching, TWI, Success @ Arithmetic.

We use specialist staff for SALT block therapy interventions. .

5.10 Securing equipment and facilities

The SENCo works with the SEN Provision Lead and Locality Teams to ensure that equipment and facilities are sufficient for any child requiring this support. Reasonable adaptations and adjustments

will be made as advised by specialist professionals such as Vision/Hearing Service, Occupational Therapy, Specialist Teachers, Educational Psychologists, Health Care Professionals and Early Help.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires/Pupil Voice
- Monitoring by the SENCo, Phase Leaders and Academy Reviews
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) or day trips
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- All children who apply to the academy are considered for a school place, regardless of SEN or disability
- All children who attend the academy are treated fairly and with consistency. Children with SEN/disabilities are treated with the same respect as children who do not have SEND.
- Adaptations to the school environment are made within classrooms such as seating, sensory needs, organisational support, toileting needs and medical needs. For those children who require medical and health support they will have Health and Care plans in place to support them further, so they can access all activities at school.
- Further support plans will be developed such as PSP's, Behaviour Plans, PEEP's and Positive Handling Plans if required in partnerships with parents and relevant professionals.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Class teachers and LSAs follow Jigsaw PSHE which covers all aspects of emotional and social development for all children. All classes have a calm corner or regulation station which children can use if they need time to regulate themselves. The Inclusion Team works in classes to support children who have barriers to their learning and may require further support.
- Toast and Talk (ELSA) groups run weekly focusing on emotional resilience and growth mindset. Some children require 1:1 ELSA support, Talk/Drawing Therapy or Attachment and Trauma work such as Big Empathy Drawings and Sand Tray work.
- The Inclusion Team offers regular mindfulness sessions to classes as part of PSHE and Phase assemblies.
- There is a whole school emphasis on connection and relationships to build secure attachments between children and the adults they work with which has a positive effect upon self esteem, a sense of belonging and purpose. At Bovington Academy we believe that behaviour is communication, that there needs to be connection before correction.
- SLT and The Inclusion Team lead Team Around the Family meetings when social and emotional needs are significant. Our School Link worker supports the academy to refer to

relevant professionals who may be able to offer ongoing support such as family therapy, play therapy and 1:1 counselling.
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to attend all after school clubs
- Pupils with SEN regularly attend sporting fixtures as part of The Purbeck Sports Partnership.
- Pupils with SEN are supported at lunchtimes with The Blandford Suite Nurture Club daily, focusing on teamwork, appropriate play and building friendships.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The SENCo and school staff regularly work with the following agencies, using a multi agency approach.

- Paediatrician/GP/NHS Health Teams
- Health Visitors
- School nursing team
- Purbeck Locality- Educational Psychologists, Specialist Teachers (Learning/Communication and SEMH needs)
- OT
- Hearing/Vision Service
- Social Care
- Early Help Family Workers
- Early Help School Link Worker
- Portage/Nursery
- Secondary Schools (Transition)
- Play Therapists
- Outreach (Westfield Specialist Support)/TADDs
- SEN Provision Lead
- SALT-NHS
- Army Welfare Service

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher and Phase Leader in the first instance. They will then be referred to the school's complaints policy. This can be found www.bovington-aspirations.org under Policies.

If parents remain concerned with the SEND provision at Bovington Academy they should discuss their concerns with the SENDCo and Principal.

Further representation can then be made by following the Complaints Policy www.bovington-aspirations.org.

If parents still remain concerned they can refer to the Local Authority.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

SENDIASS : The Dorset SEND Information, Advice and Support Service offers free, impartial and confidential advice and support to children and families 0-25 with SEND. sendiass@dorsetcouncil.gov.uk

DEAL : Dorset Education Advice Line offers a free 15 minute consultation with a SEND family worker. https://www.dorsetcouncil.gov.uk/dorset-education-advice-line-deal

5.17 Contact details for raising concerns

The Academy Communication flowchart can be accessed under **Parents Information-Communication** at www.bovington-aspirations.org

5.18 The local authority local offer

Our contribution to the local offer is: www.bovington-aspirations.org

Our local authority's local offer is published here: www.dorsetcouncil.gov.uk SEND Dorset Local offer

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo Sharon Reddyhoff **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Regional Board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

These can be found at www.bovington-aspirations.org under Policies.

5.19 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 as per DfE guidance. Any queries concerning exam access should be directed to the Principal and SENDCo.