



BrightTribe
learn grow prosper

ALAT and Bright Tribe Trust Special Educational Needs and Disability (SEND) Policy

September 2018





Contents

| | | |
|----|---|-------------------------------------|
| 1. | Mission Statement..... | 2 |
| 2. | Principles and values | 2 |
| 3. | The legal framework..... | 2 |
| 4. | Objectives of this policy..... | 3 |
| 5. | Entitlements | 3 |
| 6. | Leadership and management of SEN..... | Error! Bookmark not defined. |
| 7. | SEN provision for effective learning | Error! Bookmark not defined. |
| 8. | Evaluating the impact of SEN provision..... | 7 |
| 9. | Monitor and Review of the SEND Policy | 8 |
| | Appendix 1 - Changes in the SEND Code of Practice 2001 to 2014 | Error! Bookmark not defined. |
| | Appendix 2 –Graduated Response..... | 9 |

1. Mission Statement

Adventure Learning Academy Trust (ALAT) AND Bright Tribe Trust (Bright Tribe) bring a new energy and approach to providing the best education for our students. Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

Learn

Provide the best education for every student.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

Grow

Grow our students' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

2. Principles and values

- 2.1. Alde Valley Academy believes that every young person, whatever their background, ability, physical or emotional need should be given the very best opportunity to succeed and the academy will place a relentless focus on meeting the needs of the individual.
- 2.2. We support the provisions in the Children and Families Bill that came into effect on the 1st September 2014 that place a high priority on ensuring a seamless, coherent and close working plan and partnership between parents and all professions involved in caring for and supporting individual children with Special Educational Needs and disabilities.
- 2.3. Alde Valley Academy will work to develop the confidence of all pupils and overcome any possible discrimination by creating a high quality, welcoming 21st century learning environment with a range of accessible support, resources and facilities. The Accessibility Policy gives further details of this commitment.
- 2.4. All academy staff will be appropriately qualified and trained to plan for and ensure effective induction and inclusion of every pupil into the life of the academy.

3. The legal framework

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.

- 3.1. Alde Valley Academy however recognises that not all children and young people with a disability will have SEN. We also recognise that behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being identified as having SEN.

4. 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 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.

5. Objectives of this policy

5.1. Alde Valley Academy will:

- Identify pupils with special educational needs as early as possible and regularly assess record and review pupils' progress and needs.
- Create an up-to-date, stimulating and supportive learning environment that has the potential to be adapted to meet the needs of each pupil.
- Ensure all pupils have equal access to a high quality, relevant, balanced and differentiated curriculum.
- Plan co-operatively and proactively to draw down the appropriate support of local agencies and professionals for individual pupils in order to further build the availability of services and Alde Valley Academy capacity for meeting SEN.
- Ensure parents are engaged as close partners in supporting access to and readiness for learning and that both parents and teachers are kept fully informed and engaged in effective communication about the pupil's SEN.
- Boost the literacy and numeracy skills of pupils with SEN, both as an end and as a means of providing maximum access for these pupils to the rest of the curriculum.

6. Entitlements

6.1. At Alde Valley Academy every pupil with SEN will:

- Experience the full curriculum and have access to learning resources, enrichment activities and appropriate opportunities to access further and higher education and the workplace.
- Have an Individual Education Plan (IEP), discussed with and supported by the pupil, their parents, the tutor and SENCO that takes account of their previous achievements and learning experience and sets out details of their learning programme including their targets and any necessary additional support.

- Experience a stimulating and relevant curriculum programme that matches their aspirations and abilities and which is differentiated to enable progression towards success in their chosen qualifications and progression destinations.
- Experience continued interest in and have positive attitudes to learning by being supported at Alde Valley Academy to build self-confidence, resourcefulness and resilience so they can recognize the value of their own contributions to their learning
- Achieve success through a relevant curriculum, with differentiated delivery by teaching and support staff, who are alert to any changes in their needs.
- Take part in all aspects of the academy's curriculum and extra-curricular opportunities, as far as is safe and secure to do so.
- Have regular opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them. In the case of choices made at 16, this means having full responsibility for their progression route.

7. Roles and Responsibilities

- 7.1. The Bright Tribe/ALAT Trust Board designates the Principal of Alde Valley Academy to be the responsible person for the purposes of the academy's duties in relation to pupils with SEN.
- 7.2. The Principal will appoint an appropriately qualified Special Educational Needs Co-ordinator (SENCO) to be responsible across Alde Valley Academy's provision.
- 7.3. The SENCO will ensure that:
- Good quality plans for SEN provision are in place, pupils' needs are identified in an appropriate and timely way and effective transition planning is carried out in liaison with other schools, academies, special units and colleges.
 - Where a pupil has SEN they are made known to all who are likely to teach or support the pupil and that further teaching, learning and examination advice is provided where appropriate.
 - All teachers and support staff are aware of and use effectively, the systems, agencies and facilities available to assist in identifying and providing for the needs of pupils with SEN.
 - Pupils with SEN receive effective support appropriate for their particular learning difficulty and can participate in the range of activities of the college equally with those who do not have SEN.
 - The pupil's progress is closely monitored and communicated with parents, teachers and all other relevant professionals.
 - Advise on the deployment of the school's delegated budget and other resources to meet pupils needs.
 - They be the point of contact for external agencies, especially the local authority and its support services
 - the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - All relevant paperwork, recording and reporting is completed to a high standard.

The class teacher role:

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

8. SEN provision for effective learning

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.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents 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.

- 8.1. SEN pupils will benefit from a wide range of learning resources including relevant ICT hardware and software to facilitate their access to the curriculum.
- 8.2. There will be a close working partnership between the SENCO, teachers, parents and the range of pupil support staff to ensure they are deployed the most effective way.

- 8.3. General pupil progress will be monitored by personal tutors. They will create a fluent learning dialogue with pupils and will liaise with the SENCO and the pupil to discuss any issues or agree any changes. Individual progress towards targets outlined in the pupil's IEP will be monitored termly by the SENCO.
- 8.4. A vital part of SEN provision will be to identify and overcome the barriers to learning that hinder a young person's progress. Where appropriate to a pupil's needs, Alde Valley Academy will facilitate teamwork between agencies and the academy, negotiating the deployment of relevant local professionals from other public sectors, community groups and charities on an ongoing basis.
- 8.5. Key agencies will be educational psychology, careers agencies, drugs and alcohol agencies, BME community groups, gay, lesbian and bi-sexual groups, the network of CAMHS professionals, young people's counselling services, those giving support for domestic abuse, social services, pregnancy and contraception advice, the Foyer for young people's housing issues, those working against bullying and gang violence, the police, young carers group, the Hospital Education Service, occupational therapy and physiotherapy.
- 8.6. Special arrangements in public examinations and national tests, for pupils with SEN, will be made in accordance with the terms of the national regulations. Recommendations and arrangements will be made by the SENCO.
- 8.7. For pupils with SEN, liaison with other academies and schools will be carried out by the SENCO together with any other staff responsible for transfer arrangements.
- 8.8. Arrangements for introducing pupils previously in special schools or Pupil Referral Units into Alde Valley Academy will be organised and coordinated by the SENCO, subject to the approval of the Principal.
- 8.9. Comprehensive records will be maintained by the SENCO and will be made available as necessary to inform individual and strategic planning.
- 8.10. Records of specialist assessments, reports and medical information will be kept in secure storage and only be available to the SENCO and Senior Management Team. Any information from the records that is needed for teachers to differentiate for and teach the pupils will be shared with them via the pupil's IEP. IEPs will be agreed by the pupil and their parents before they are used.
- 8.11. Alde Valley Academy's staff development will reflect the fact that all staff are teachers or supporters of pupils with special educational needs. Specialist INSET will be arranged to ensure staff have the necessary skills and expertise to fulfil their roles effectively.
- 8.12. All leaders and managers will promote the ethos of Alde Valley Academy as a fully inclusive, respectful and welcoming environment and all staff and pupils will be expected to model respectful behaviour and ways of working at all times.
- 8.13. To give specific help to children with SEN and having regard for the procedures described in the Code of Practice 2014, a graduated response is followed which recognises a continuum of special educational need. (See Appendix 1 for the overview of the graduated response)
- 8.14. The SEND Code of Practice 2014 will be used by Alde Valley Academy as the framework for the identification and provision for pupils with special educational needs.
- 8.15. The academy will make reasonable adjustments to enable disabled pupils with SEN to access learning, in terms of the layout of the building and accessibility of resources.
- 8.16. This will include:
 - Lift access where reasonable and practical to learning on floors other than the ground floor

- Ramps to ensure access is easy both inside and outside the building
- Disabled parking accommodation close to the main entrances and exits
- Wide walkways in the library and learning spaces to accommodate the movement of a wheelchair.

(See the Accessibility Policy and Plan for further details)

- 8.17. SEN pupils will benefit from a wide range of learning resources including relevant ICT hardware and software to facilitate their access to the curriculum. Wherever reasonable the academy will supply specialist aids and assistive devices from the SEN budget. These may include things like voice recognition software, spellcheckers, pencil grips and larger keyboards.

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 take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the gardening club to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.

9. Evaluating the impact of SEN provision

- 9.1. The success of Alde Valley Academy's SEND policy and provision is evaluated through self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SENCO and subject leaders
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Value-added data for pupils identified as having SEN
- Termly monitoring of procedures and practice by a member of the Drive Team
- The pupil profile and the prospectus, which contains the required information about the implementation and success of the SEN policy
- Alde Valley Academy's annual SEND review, which evaluates the success of the policy and sets new targets for development
- Performance against Alde Valley Academy's improvement plan, which is used for planning and monitoring provision in the academy
- Visits from external professionals including Ofsted inspections

- Feedback from parents, pupils and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success
- Feedback following the annual review of Statements of SEN and Education, Health and Care Plans
- The examination results and number of qualifications gained by SEN pupils.

10. Monitor and Review of the SEND Policy

The review of this policy is the responsibility of the SENCO and includes;

- An annual review of SEN planning
- Liaison with staff to gather their views and inform them of any changes
- Carrying out a regular audit of SEN provision to ensure we are delivering an effective programme that meets the needs of all of our pupils.

Parents and pupils will also evaluate SEN provision and resources to aid future planning.

This policy is monitored on a day-to-day basis by the SENCO reporting to the Principal.

This policy will be reviewed every two years and more often if there are changes to relevant legislation.

Appendix 1 – Graduated Response

This overview of the graduated response outlined in the new SEND Code has been published by Nasen, the National Association for Special Educational Needs.

Schools/academies

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching
- The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the academy's performance management arrangements and its approach to professional development for all teaching and support staff
- The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils
- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support
- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child
- Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support
- Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the academy should consider involving specialists, including those from outside agencies
- Where a pupil is receiving SEN support, academies should meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the academy
- It is for academies to determine their own approach to record keeping. But the provision made for pupils with SEN should be accurately recorded and kept up to date. Ofsted will expect to see evidence of the support that is in place for pupils and the impact of that support on their progress as part of any academy inspection
- All academies have a legal duty to publish information on their websites about the implementation of the proprietor's policy for pupils with SEN
- All academies must ensure that there is a qualified teacher designated as Special Educational Needs (SEN) co-ordinator (SENCO)

- The SENCO has an important role to play with the Principal, in determining the strategic development of SEN policy and provision in the academy
- Academies are responsible for deciding what external support to seek and for setting their own priorities for the continuous professional development of their staff
- The academy should ensure that the SENCO has sufficient time and resources to carry out their role. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within an academy.

Assessments and Education, Health and Care plans

- The majority of children and young people with SEN will have their needs met within local mainstream early years providers, schools or colleges
- A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.
- An assessment can be requested by a child's parent, a young person over the age of 16 or a person acting on behalf of a school or post 16 institution.
- Following a request for assessment or the child or young person having otherwise been brought to its attention, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person.
- Children, young people and families should experience well-co-ordinated assessment and planning leading to timely, well-informed decisions.
- The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.



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