

# **TREGONWELL ACADEMY SEND POLICY**

**Adopted by Ambitions Advisory Committee: Autumn 2020**

## **Special Educational Needs and Disability ('SEND') Policy**

This policy meets the requirements for SEND in line with the SEND Code of Practice which has been effective since 1st September 2014. To provide a compliant policy we are committed to co-producing our policy with families, teachers, advisory committee members and young people and would like your feedback and suggestions regarding this policy.

The SEND policy reflects work conducted in collaboration with LEA principles and procedures and takes account of recent legislation and obligations of the Code of Practice.

All members of the Tregonwell Academy community work towards the Academy aims by:

- Using school procedures for identifying, assessing and making provision for students with special educational needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

The SEN Coordinator for the school is Alison Thomas. The SENCO is a member of the Leadership Team. Hilary Evans is the Curriculum Inclusion Advisory Committee Member who takes a special interest in SEN, although Tregonwell Advisory committee as a whole is responsible for making provision for pupils with special educational needs.

### **School Ethos**

- At Tregonwell Academy our aim is to ensure every pupil has the opportunity to achieve his or her best. We do this by always placing our academy mantra at the forefront of everything we do: 'High Expectations, Support and Challenge.'
- We offer a personalised education which is always tailored to the individual needs of our pupils. As our students have a wide range of needs, the patterns of behaviour exhibited by them vary greatly, therefore support, responses and provision is differentiated according to the emotional, mental health, social and communication needs as well as learning needs.
- Our classes are very small with a high staff to pupil ratio.
- ASC students are taught in separate classes by staff with expertise in this area of special needs. Resources are carefully selected to meet the students' particular needs.
- Many students have experienced interrupted patterns of education and may require additional support with their learning, with their emotional responses and

in the transition from one school to another. Also, KS4 students often require additional support in their transition to post-16 education, work or training.

- We celebrate the successes of our pupils at every opportunity and are very proud of their achievements.

This policy should be read in conjunction with the following policies:

- Equal Opportunity
- Disability Equality Scheme
- Supporting pupils with Medical Needs

This policy will be reviewed annually.

### **Definition and purpose of the SEND policy**

For the purposes of this policy, a child or young person is deemed to have individual learning needs if he/she:

- Has significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability which either prevents or hinders her/him from making use of the educational facilities of the kind usually provided for students of the same age.

### **Disabled Students**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

The purpose of this policy is to ensure that:

- The needs of those students with SEND are identified early through rigorous assessment and appropriate provision put in place to meet their individual needs;
- Those students with SEND receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in all school activities;
- Students with SEND are valued equally along with all other students and will be enabled and encouraged to develop their potential to the full.

### **Aims and Objectives of the SEND policy**

The SEND policy aims to:

- To provide a broad, balanced and suitably differentiated curriculum relevant to student needs, through all staff sharing responsibility for SEN.
- To recognise and respond to the changing needs of pupils;
- Implement an approach to the early identification and assessment of students with additional special educational needs;
- To ensure access to a challenging, relevant and differentiated curriculum for all students through the provision of appropriate resources and support;
- To provide support and advice for all staff working with students who have special educational needs.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To involve students and their parents/carers in developing a partnership of support, enabling them full confidence in the strategy as adopted by the Academy.
- To ensure that pupils receive the provision set out in their Statement of Educational Need and their Education Health and Care Plan.

To fulfil these aims we intend to:

- Demonstrate that meeting the needs of students' learning and/or behaviour is part of high quality education.
- Employ a variety of strategies, including differentiation and support both in and outside of classes for students with special needs;
- Promote links with outside agencies, colleges and parents;
- Deliver relevant CPD which will foster a greater understanding of the needs of students and equip staff with a variety of tools and strategies for use in the classroom;
- To carefully map and monitor provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- Co-ordinate access arrangements for public examinations at key stage 4 and advise students and parents on the available options.
- To work within the guidance provided in the SEND Code of Practice 2014 and regularly review the policy and practical arrangements to achieve best value.

## **IDENTIFYING AND ASSESSING STUDENTS WITH SEN**

The SEND Code of Practice 2014 does not assume that there are hard and fast categories of SEN. It recognises that children's needs and requirements fall into four broad areas:

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

In line with the SEND Code of Practice we accept that students at Tregonwell Academy often have needs that are a combination of all these: although students predominately display a range of social, emotional and mental health needs, the behaviours displayed by some of them can also be a result of additional communication and learning difficulties, and other underlying factors. Students diagnosed with ASC are also educated in units on both the Nigel Bowes Campus ('NBC') and the Petersfield Campus ('PC').

We have a clear approach to identifying and responding to additional SEN. All teachers are responsible for understanding existing SEN needs of individual students but also identifying students with additional SEN and, in collaboration with the Special Education Needs Co-ordinator (SENCo), will ensure that those students requiring different or additional support are identified at an early stage.

The student's attainment is assessed on or soon after entry to the Academy in order to provide a baseline assessment and to ensure continuity of learning. This may flag up students who require additional class based interventions and/or further assessment. We also gather information from the previous school and other professionals already involved if relevant. If the student is remaining on another school's roll, there is close liaison between the two schools.

Once at Tregonwell Academy, information is regularly gathered about every student's progress, alongside national data and expectations of progress. Academic data is updated termly and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:

- be significantly slower than that of their peers starting from the same baseline;
- fail to match or better the student's previous rate of progress;
- fail to close the attainment gap between the child and their peers;
- widen the attainment gap.

Students may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered. Where teachers decide that a student is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents/carers and carry out further class based assessments. A period of additional class based interventions will then follow.

Emotional and mental health support is also available to students who are struggling to deal with day to day issues but inside and outside school.

## **Managing students with SEND**

All pupils on the Tregonwell Academy roll receive either 'SEN support' in relation to the SEN register or have an Education Health and Care Plan ('EHCP').

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEN is monitored through a number of processes that includes:

1. Classroom observation by the Education leadership team and/or external verifiers,
2. Ongoing assessment of progress made by pupils with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If, despite class teacher intervention the student continues to make less than expected progress, the SENCO and Subject Leads are consulted. With parental agreement, the Academy will liaise with outside professionals if they are already involved with the student. For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals. We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.

For some pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

### **Access Arrangements**

In order to enable equal access to exams, access arrangements may be applied for where this has been the students' normal way of working. A referral will be made to the Educational Psychologist and results used to apply for access requirements to the board by the examinations officer. Parents and students will be informed of the board's decision. Access arrangements can be for one or more of the following:

- Extra time up to 25%
- A reader
- A scribe
- Visually altered papers
- Use of a laptop for extended written exams.

All learners with additional SEN needs will be included on a detailed provision map which outlines and monitors all additional intervention across the campus. Each campus will hold their own provision map. The provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

## **Pupils with medical needs**

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

## **Supporting pupils and families.**

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Tregonwell Academy recognises that parents hold key information about their child's needs and how best we can support them. All parents of children with special educational needs will be treated as partners and encouraged to take an active role in their children's education. We also recognize that the young people themselves understand their own needs and we will support them to give their views about their education and how we can help them achieve these outcomes. They will be encouraged to participate in decision-making processes and contribute to the assessment of their needs through reviews.

## **What is the Bournemouth SEN and Disability Local Offer?**

BCP Council is working with services to provide more comprehensive information on what each of these services specifically provide for children and young people with special educational needs (SEN) and disabilities. This offer will include provision from birth to 25, across education, health and social care.

BCP's Local Offer and other information on the changes in SEN can be found at:

<https://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

Tregonwell Academy's SEND information report is part of the BCP Local Offer and can be found at:

<http://www.tregonwell-academy.co.uk/wp-content/uploads/2020/01/SEND-Information-2019-20-TA.pdf>

## **Evaluation of success of the SEND Policy**

The success of the Special Educational Needs Policy can be measured in the attainment achieved by the students with special educational needs. Students will be assessed through baseline data at induction, half-termly or termly monitoring, assessments, recording of progress and examination results.

It must also be recognised that some kinds of success, particularly personal, social and emotional are not easily measurable but it is important that they are acknowledged and recorded.

This policy will be reviewed on an annual basis.

**Key:**

**SEND – Special Education Needs and Disability**

**SENCO – Special Educational Needs Coordinator**

**LEA – Local Education Authority**

**KS – Key Stage**

**ASC – Autistic Spectrum Condition**

**NBC – Nigel Bowes Campus**

**PC – Petersfield Campus**

**CPD – Continuing Professional Development**

**EHCP – Education Health Care Plan**

**EHC – Education, Health & Care**

**DofE – Department of Education**

**BCP – Bournemouth Christchurch Poole (council)**