

Birmingham Ormiston Academy
Special Educational Needs and Disabilities Policy

Adopted: September 2017

Review date:

September 2018

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Mission statement : ‘All teachers are teachers of SEN’

At BOA we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the academy curriculum and participation in all aspects of academy life.

BOA adopts a 'whole academy approach' to Special Educational Needs and Disabilities. All staff work to ensure inclusion of all students. The academy is committed to ensuring that students with Special Educational Needs and Disabilities can fulfil their potential and achieve optimal educational outcomes.

Aims

- *To ensure that all our students reach their potential*
- *To provide an environment that encourages co-operation and understanding as well as fostering ambition and excitement for learning*
- *To support equality as defined in our Equality Scheme and Action Plan*

Policy formation

This policy has been put together in discussion with:

- *staff*
- *parents*
- *BOA Board*
- *students*

1. This policy will be reviewed on: September 2018
2. Parents can request a full copy of this policy from: Nicholas Davidson [Director of Curriculum Support and SENCo]
3. Copies of this policy are kept in Curriculum Support Folder and with relevant staff and stakeholders

Signed by:

BOA Board

What is SEN?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that 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:

- *has a significantly greater difficulty in learning than the majority of others of the same age*
- *has a disability that 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*

There are four broad areas of need:

- *communication and interaction*
- *cognition and learning*
- *social, emotional and mental health difficulties*
- *sensory and/or physical needs*

Children do not necessarily have SEN who:

- *have English as an additional language*
- *are a looked after child*
- *have a disability*
- *are entitled to student premium*
- *have difficulties with attendance*

Identifying SEN

We recognise the importance of identifying students as soon as possible who might have SEN.

We:

- *assess each student's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be put in immediately*
- *consult with parents and previous schools about their view of their child's progress*
- *make half-termly assessments as part of our progress meetings – these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them.*

'Less than expected progress' includes where:

- *progress is significantly slower than that of other students starting from the same point*
- *it is less than their previous rate of progress*
- *the attainment gap is not closing between the child and his/her peers (the gap may even be widening).*

Our graduated approach

As soon as we have concerns about a child's progress we begin to apply our graduated approach. This includes:

First response

At this stage we focus on high-quality teaching targeted at the student's area of weakness. Discussion in our progress groups will lead to suggested strategies and approaches that might be used.

We monitor the quality of teaching in our school carefully to ensure that all students' needs are met. Teachers receive regular professional development in SEN to enable them to identify and support students who might be encountering problems.

Teachers are responsible through quality first teaching for the progress and development of students in their class.

Targeted support

If a student continues to be a cause for concern and the issues raised at progress meetings are not resolved then a specific referral is made to the SENCo.

There will be a meeting between the SENCo and class teacher/subject teacher to identify what this support might include. Examples are:

- support in focus groups within the classroom by a Curriculum Support Teacher/Assistant
- an intervention programme that targets particular skills

Additional targets and desired outcomes will be set and the student's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process. This is monitored after each grade card.

At this point we liaise with parents about the additional support being provided and ask for their views on why the student is not making expected progress.

Additional advice might be requested from an external person such as other professionals or the local authority advisory service.

Where a student's behaviour is giving us concern we will consider carefully if there are other underlying difficulties that might be the cause.

We will consider any other barriers to learning that the student might be experiencing such as:

- *difficulties with communication*
- *mental health issues*
- *housing, family or other domestic circumstances*
- *any particular incident or series of events such as bullying or bereavement.*

Where it is decided that the student has SEN we:

- *record this in the Curriculum Support Register*
- *discuss this with the student to reflect their perspective*
- *ensure all staff and parents are informed*
- *make arrangements for SEN support.*

SEN support

This is a four-part cycle of assess, plan, do and review.

Assess

At this point we assess student's needs using:

- *teacher assessment and observations*
- *data analysis comparing the student with peers and nationally*
- *the views of parents*
- *the views of the student*
- *advice from external support where this is relevant.*

Plan

Following the assessment it is agreed between the teacher, SENCo, student and parent:

- *the development of a personal Learning Profile*
- *the interventions and support to be put into place within an agreed time frame*
- *the teaching strategies to be used*
- *what the expected impact is and what the anticipated outcomes are*
- *when the plan will be reviewed*
- *external support is involved where necessary*

Do

The class or subject teacher takes the lead on implementing the plan with the support of additional staff who deliver small-group and one-to-one to support as needed

Review

The effectiveness of the plan is reviewed. This includes the impact of support and interventions. This is shared with parents. Review meetings for Level 2 students usually take place termly – this is mostly face to face but due to the regional nature of our student population sometimes this communication is by email or telephone.

A further assessment might be carried out if we believe that there is a specific need to address.

Specialist services

Specialist services that we involve in supporting our children with SEN include:

- *Access To Education[Birmingham]*
- *Educational Psychologist*
- *Forward Thinking [local authority SEMH support]*
- *specialist local authority support services, including for hearing and vision impairment, speech and language therapist , dietician*
- *the BOA counselling service*

The SENCo is responsible for liaising with specialist services and identifying at the beginning of each financial year the budget allocation for those services the school contributes towards.

The SENCo is responsible for monitoring the use of specialist support and the effectiveness of intervention programmes selected.

Education, Health and Care needs assessment

If the student continues to make less than expected progress then the SENCo will discuss the possibility of requesting an EHC needs assessment from the local authority.

Supporting students and families

The SEND Code of Practice 2014 emphasises the importance of parent/carer involvement and student involvement throughout the SEN process.

The local authority Local Offer for each authority provides more information about the services that are available across the authority and the information and advice independent of the school that parents can access.

The provision that the school makes for SEN is also included in the SEN information report published on the school's website. This has been written in a parent-friendly way to enable parents to see clearly what the school offers their child with SEN.

The school supports its families through:

- *early involvement through the teacher as concerns emerge*
- *involvement in the assess, plan, do and review cycle*
- *consultation about SEN practice on an annual basis*
- *parent consultation mornings*
- *discussion with parents about targets and 'next steps' on a termly basis*
- *access to open communication with SENCo and all key BOA staff*

Our admission arrangements can be found on the school's website:

<http://www.boa-academy.co.uk/about-boa.php?p=78>

Managing medical conditions

Some of our children require medication to be administered during the school day. We have a medical conditions policy which outlines our procedures for doing this.

We recognise our duty under the Children and Families Act and liaise closely with external professionals and families to ensure that we comply.

Some children have their own healthcare plan that is drawn up with the involvement of parents.

Transition

Early each Summer term, the SENCo and the Curriculum Support Team contact the schools and families of all SEN students who have successfully passed the Aptitude application process. The Information Day and Evenings provide further opportunities to discuss and consolidate information. Similarly, for students

transferring to another setting, the SENCo and the Curriculum Support Team are responsible for making sure that all records regarding SEN are transferred as soon as possible to new settings.

The curriculum

All students have access to the full curriculum. Students are encouraged to gain confidence in different curriculum areas and mixed ability groups are part of the school's normal working practice. Planning takes account of the need for differentiation to provide full access for students with a range of varying needs. Core subject leaders and the SENCo check planning to ensure that provision and resources are appropriate.

Classroom observations and training help to provide teachers with a range of strategies to enable students to access the curriculum.

Tracking progress

Throughout the student's time in our setting we continue to ensure that close monitoring of their progress takes place through:

- *half-termly tracking*
- *discussion during progress meetings of individual student performance*
- *involvement of the SENCo in key meetings when provision mapping takes place.*

Student progress is monitored through scrutiny of Grade Card data and conclusions are shared with Directors and their teams.

All students feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them.

During the tracking of student progress, we check that they:

- *are making the level of progress expected*
- *are being set challenging targets*
- *are further supported where progress is limited*
- *have any barriers to learning identified and addressed*

In order to do this the SENCo:

- *keeps accurate records of the levels students are attaining*
- *is involved in discussions with teachers*
- *maps the provision and support available for students within targeted support and SEN support categories*
- *tracks the progress of individual students and student groups over the year*

Working with external agencies

The SENCo is responsible for liaising with external agencies and support services in respect of children with SEN. This includes:

- *meetings with the local authority's Access To Education team to discuss the progress of individual children on SEN support and wider SEN issues*
- *meetings with the educational psychologist when required*

- *chairing annual review/person-centred review meetings*
- *attending any other multi-agency or professional meetings when required*

The Assistant Principal [Pastoral/Safeguarding] attend social services and child protection meetings and feed back to the individuals concerned. It is expected that teachers will spend time liaising directly with services supporting the children they have responsibility for. In some cases these might be professionals making a judgment in relation to statutory assessment and/or to provide advice on strategies to be used with individuals.

Monitoring and evaluation of SEN

The effectiveness of our SEN provision is monitored and evaluated by:

- *analysis of individual tracking information*
- *analysis of trends of student groups against national and local authority averages*
- *observations of teaching and support*
- *student and parent views*
- *BOA Voice*
- *termly staff evaluations*

This is collated at the end of the year to provide information for governors to compile their SEN information report.

Information from this evaluation is used to inform the school development plan and policy review. We review our SEN policy annually.

Training

We recognise the importance of regular staff training to ensure that we keep up to date as well as exploring new areas of knowledge in relation to special needs. In order to do this we are committed to the following cycle of staff training on an annual basis:

1. *Essential training for all teacher staff at the start of each academic year with updates at key points*
2. *SEN regularly features as part of the CPD training programme and the performance management cycle*
3. *Support staff are provided with specific training tailored to their perspective*
4. *The Curriculum Team have opportunities to attend external training, including local authority events*

Resources

Resources to support students with SEN are mostly kept in classrooms. However, the SENCo does have some specialist equipment. Additional resourcing implications may emerge from discussion around the strategies to be used with individual students.

The annual audit and preparation for setting the actions on the school development plan provides the opportunity to look at the overall SEN budget. The SEN budget includes money for the Curriculum Support Team and purchasing additional services from the local authority. Careful assessment of student progress helps measure value for money against different activities and interventions. The BOA Board, the SENCo and senior leadership team are involved in the process of determining how the SEN budget is allocated.

Roles and responsibilities

Our SEN governor is:

Michael Lightly

Our designated person for safeguarding is:

Derek Pitt [Assistant Principal [Pastoral/Safeguarding]

Our designated person for looked-after children is:

Derek Pitt [Assistant Principal [Pastoral/Safeguarding]

The designated person for overseeing the management of medical needs is:

Derek Pitt [Assistant Principal [Pastoral/Safeguarding]

The person responsible for SEN is:

Nicholas Davidson [Director of Curriculum Support, SENCo]

Accessibility

We have an accessibility plan that indicates our priorities for the coming year. We have wheelchair access throughout the school and a disabled toilet and changing facilities on all floors. Where we have concerns about the suitability of a classroom for a student with a particular need we consult external professionals for advice and guidance.

We are an inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible to all our students. The trips and visits co-ordinator consults with the SENCo to establish if there might be any difficulties for any students taking part in a school visit. Arrangements are then made to accommodate this.

Complaints

If there is a complaint about SEN provision:

- 1. Discuss any concerns with the class teacher/subject teacher*
- 2. Discuss any concerns with the SENCo*
- 3. Ask for a meeting with both the Headteacher and SENCo*
- 4. A letter of concern may be sent to the Chair of BOA Board.*

More information

SEN information report

BOA Local offer

Anti-bullying policy

Equality Scheme

Teaching and learning policy

Behaviour policy

Medical conditions policy

Admissions arrangements