

# SEND policy and information report



Birmingham Ormiston Academy  
**imagine everything**

Approved by: JRE

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### 1. Aims

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.

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

### 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 coordinators (SENCOs) and the SEN information report

### 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 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.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Mrs. Kate Collett

Room 5/09

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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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 4.3 The headteacher

The headteacher will:

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

### 4.4 Teachers/ Tutors

Each teacher/ tutor 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 academy 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

### 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. Teachers/ Tutors 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.

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

### **5.3 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.

### **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**.

#### **Assess**

The tutor or subject 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 and 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.

#### **Plan**

Following the assessment the teacher/tutor, SENCO, student and parent will agree:

- the development of a personal Learning Profile/ Needs based plan
- the interventions and support to be put into place within an agreed time frame

- the teaching strategies and resources 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

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.

## **DO**

The class or subject teacher will take 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**

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

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 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

### **5.6 Our approach to teaching pupils with SEN**

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

#### **First Step**

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

#### **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.

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 the 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

## **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, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions and support pupils on a 1:1/ small group basis.

We work with the following agencies to provide support for pupils with SEN:

- Access to Education
- 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

### **5.9 Expertise and training of staff**

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

### **5.10 Securing equipment and facilities**

Resources to support students with SEN are 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.

### **5.11 Evaluating the effectiveness of SEN provision**



We evaluate the effectiveness of provision for pupils with SEN 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
- Voice of BOA
- termly staff evaluations
- Reviewing the impact of interventions
- Monitoring by the SENCO
- 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 curricular and extra-curricular activities and school visits are available to all our students.

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

Our Accessibility policy can be found on our website – [www.boa-academy.co.uk](http://www.boa-academy.co.uk)

### **5.13 Complaints about SEN provision**

Any initial complaints should be initially raised with the Director of Curriculum Support [Stage 1].

However, our complaints procedure is outlined in the BOA General Complaints Policy for Parents & Carers [available on our website] and clarifies details for more serious concerns

### **5.14 Contact details of support services for parents of pupils with SEN**

Birmingham SEND information advice and support service (SENDIASS) offer independent advice and support to parents and carers of all children and young people with SEND. Contact: **Telephone:** 0121 303 5004      **Email:** [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

### **5.15 Contact details for raising concerns**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the academies response to meeting these needs, please contact the following:-

1. The class teacher/subject teacher
2. The SENCO
3. The Head teacher

### **5.16 The local authority local offer**

Birmingham's Local Offer can be found via this link or through the academies website

<https://www.birmingham.gov.uk/localoffer>

Other Local authority local offers can be found through the website of each local authority.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Mrs. Kate Collett - SENCO annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality Scheme
- BOA Local offer
- Anti-bullying policy
- Teaching and Learning policy
- Supporting pupils with medical conditions
- Admissions arrangements