

Birches Head Academy



8.42 SEND Policy

Policy Information:

Date prepared	September 2023
Adopted by Governors	September 2023
Implementation Date	Immediate
Frequency of Review	Annually
Review Date	September 2024

Approved by Principal:

Katie Dixon

Approved by Chair of Governors:

Roisin Maguire



Frank Field
Education Trust

Objectives

The objectives of The Birches Head Academy SEND policy are:

- To establish a compassionate environment where removing barriers to learning is at the heart of our school ethos
- To ensure that the needs of each individual pupil are justly identified, assessed and provided for with integrity and care.
- To ensure that all children are welcomed and treated with dignity and respect
 - To maximise access to the National Curriculum by providing a broad and balanced, knowledge rich curriculum which meets the needs and abilities of all pupils, both in content and delivery, so maximising their access to social, intellectual and cultural capital.
 - To maximise opportunities for the integration and inclusion of all pupils ensuring they play a full and active role in school life, socially, culturally and intellectually
 - To establish procedures which allow for the effective assessment, monitoring and review of the progress of all pupils requiring something "additional to or different from" the "ordinary differentiated curriculum" (*SEND Code of Practice 2014*)
 - To promote effective, honest, co-operation with all stakeholders including parents, carers and outside agencies.
 - To prepare pupils to make a successful and aspirational transition to the next phase in their education in order to access the fulness of life and "be more".

Responsibility for Special Educational Needs

The Governing Board, in conjunction with the Principal, should determine the school policy and approach to provision for pupils with special educational needs and disabilities-SEND.

Responsibility for the management of the Academy's provision for pupils with SEND lies with the Principal.

Responsibility for the day to day operation of the Academy's Special Educational Needs and Disability Policy lies with the Special Educational Needs and Disability Coordinator (SENDCo), Mrs L Brammer.

All teachers are teachers of pupils with additional needs. It is the responsibility of classroom teachers to monitor and support SEND pupils' progress: it is the responsibility of the SENDCo to ensure that information and strategies specific to SEND needs are shared with teachers and that appropriate training is offered to enhance expertise.

Access Arrangements and Facilities For Pupils With Special Educational Needs

The Academy is a building with many steps and stairs. There is, however, disabled access at the front of the building and there is a lift. There are disabled toilets on the ground floor. The Academy has regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice 2014: 0 to 25 years in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching in the SEND department's Aspire Centre. Our Aspire Centre also supports any pupils who require curriculum modifications as a short term strategy: this includes a range of pupils identified as having emotionally- based school avoidance

The Academy works with parents/Carers and outside agencies to ensure that appropriate Individual Health Care Plans are in place for any pupils with complex medical needs that require adjustments during the school day

Provision

All pupils are taught within mainstream classes: this reflects our commitment to ensuring that all pupils have an entitlement to share the same learning experiences and aspirational journey as their peers.

Subject teachers must ensure that they are aware of the additional needs of pupils in their classes, referring to the school's Special Educational Needs Care and Action Register (SEND CAR) provided by the SENDCo and updated termly. They must also ensure that they work in conjunction with strategies shared, including reasonable modifications, to remove barriers to learning.

Allocation of Resources

Funding for SEND is allocated to the Academy through the system currently employed by the LA. For most pupils, their SEND needs will be met through quality first teaching, underpinned by thoughtful and informed scaffolding. Some pupils receive individual funding to support their needs specifically which will be directed in line with the statutory outcomes detailed in their education and health care plans or individual funding agreements.

Arrangements for Identification, Assessment and Review of Pupils with Special Educational Needs

The Academy's procedures for the identification, assessment and review of pupils follows the guidance given in the Special Educational Needs Code of Practice 2014. A SENDCAR for pupils with learning difficulties is maintained and updated termly by the SENDCo.

Areas of special educational need are categorised as follows:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Birches Head Academy adopts a graduated response to needs. For most SEND pupils, our intent is that needs will be met in the mainstream classroom supported by access to the same, knowledge-rich curriculum as their peers. However, if school-based resources have been fully exhausted and a pupil is failing to flourish, then outside agency support may be sought, including the request for additional funding from the Local Authority if needed. For some pupils this may mean that a request for a statutory assessment of needs will be requested. This request will be made for only our most complex pupils, working alongside pupil and parent/carer collaboratively to ensure all voices are considered.

Progress of all pupils with additional needs at the Academy is closely monitored via fortnightly Guidance and Support, GAS, meetings, half termly Learning Programmes and termly Additional Intervention Meetings (AIM) to discuss provision and suggest intervention appropriate to need, both academic and pastoral.

Curriculum Access, Exams and Inclusion

Birches Head Academy is an inclusive school improving pupils' outcomes through encouraging a sense of community and belonging through its:

- Consistency Across The Academy rules and expectations
- Broad and balanced, knowledge rich curriculum for all pupils in terms of courses, content and delivery;
- Identification of barriers to learning and participation
- High expectations of, and aspirational targets set for, all pupils;

At BHA we are fully committed to integrate all pupils into every aspect of Academy life in its fulness in terms of the above.

Pupils with SEND may need special arrangements to ensure equitable access to public examinations. Pupils may need to be assessed and their needs identified as follows:

- Pupils who may need access arrangements will be identified at the start of each academic year via the SENDCAR
- Appropriate investigations and assessments will be utilised to inform support before outside assessment is sought in Year 9/10
- The SENDCo will liaise with the exams officer to ensure that necessary applications are made and access arrangements are agreed
- Access arrangements agreed will become the normal way of working for pupils in class

Evaluating Success

The success of the Academy's policies and provision for special educational needs and disability is evaluated through:

- Review meetings with parents/ carers and pupils
- Monitoring of progress, academic and social/emotional via GAS and AIM meetings
- Learning Programmes of study and assessments
- Parent/Carer feedback from Review Days and Parental "drop ins"
- The Governing Board's Annual Report to Parents.

Staff Development

The SENDCo is responsible, in consultation with the wider SLT, for whole staff development relating to SEND. This may include in house training and also wider outside agency support as required.

External Support Services

These will be sought according to need, following a graduated response to needs. The Academy works collaboratively and productively with all external agencies and values their support in ensuring additional needs are met in the best way possible at BHA.

Partnership with home

Birches Head Academy aims to work collaboratively with the parents and carers of SEND pupils to ensure a mutually respectful working relationships. Parents and carers will be encouraged to be fully involved in in their child's education. Open and honest

communication is encouraged and the Academy is committed to ensuring parent and carer voice informs our practice.

Transition Arrangements

The Academy works closely with its primary, secondary and further education partners to ensure the smooth transfer of all pupils but especially those with special educational needs who may need enhanced transition arrangements. The SENDCo works closely with primary colleagues and specialist services to gather information prior to secondary school transition. This includes meeting with all parents/carers of pupils with complex needs and those with an EHCP to ensure:

- Transition is as positive and anxiety as possible for pupils/parents and carers
- Detailed information regarding need is provided for teaching staff
- Necessary support and/or modifications are in place

Furthermore, for pupils with an EHCP, Annual Reviews in Y9 and Y11 will inform their Transition Plans to ensure an appropriate and aspirational programme for KS4 and 5. All agencies involved with each pupil will be included in this review which will be evaluated as the pupil moves through school.

Links with Outside Agencies

The SENDCo and wider pastoral team are the key links with these agencies and services. We will work diligently to ensure the best practice and support for all SEND pupils is informed by these collaborative partnerships

Arrangements for Complaints Any complaint specific to SEND should, in the first instance, be referred to the SENDCo. Failure to resolve complaints would lead to the matter being referred by incremental escalation to:

- The Principal;
- The Governing Board
- The Trust Board

Monitoring, Evaluation and Review of the Policy

The Governing Board will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy in line with our Consistency Across The Academy protocols.