



VISION

Our central belief is that everyone is a learner and everyone is a teacher.

PURPOSE

At The Bourne Academy, we develop literate, numerate global citizens who ASPIRE:
Ambitious, **S**elf-confident, **P**hysically Literate, **I**ndependent Learners, **R**esilient, **E**motionally Literate

SECTION A: ACADEMY ARRANGEMENTS

DEFINITION AND AIMS

The Bourne Academy values the abilities and achievements of all its students, and is committed to providing for each student the best possible environment for learning.

Our Special Educational Needs and Disabilities (SEND) policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

INCLUSION AND THE ACADEMY

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible in their Academy career
- To ensure that SEND students take as full a part as possible in all Academy activities
- To ensure that parents/carers of SEND students are kept fully informed of their child's progress and attainment
- To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be supported to overcome their difficulties.

The Bourne Academy therefore intends that:

- Each Area of Learning includes, within its policy, the means by which it will meet the needs of students with SEND within its subject area(s)

- Subject teachers with the advice and guidance of the Special Needs Co-ordinator's, will have responsibility for students with SEND
- All staff are kept up to date with students specific needs and difficulties, via staff briefing, SEND Update emails, SEND Plans, and the Inclusion Register
- All staff will be involved in the development and implementation of the SEND policy during its consultation period
- This policy is a working document that will be reviewed annually and used closely with all other policies within the school, in particular the Behaviour, Anti-bullying, Rewards and Sanctions, Attendance, Equal Opportunities and subject specific policies

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, teachers and students working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made, such as;

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the education provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1996 Education Act, section 312)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

The Bourne Academy will have due regard for the Special Needs Code of Practice when carrying out its duties towards all students with special educational needs, and ensure that parents/carers are notified when SEN provision is being made for their child.

A2: Roles and Responsibilities

The SEND team of the Academy is:

- Nicola Al-Jassar (Special Needs and Disability Co-Ordinator (SENDCO))
- Hayley Gaj (Special Needs and Disability Co-Ordinator (SENDCO))
- Janice Morris (SEND administrator)
- Carol Harrison (SEND line manager)
- Frances Brown (ELSA)
- Teaching Assistants providing 1:1 support, in-class support, small group interventions

- Learning Support Assistants providing 1:1 support, in – class support, small group interventions

THE ROLE OF THE SENDCo's

The SENDCo's plays a crucial role in the school's SEND provision. This involves working with the Principal and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving Advice to fellow teachers
- Managing Teaching Assistants, Learning Support Assistants, and the Academy's Well Being Co-ordinator
- Overseeing students' records and SEN Support plans and reviews
- Testing, applying and organising Access Arrangements for exams
- Overseeing and updating the Inclusion Register
- Applying for Education Health Care Plans where we deem appropriate
- Liaising with parents/carers
- Making a contribution to whole Academy INSET
- Liaising with external agencies, LA support services, Health and Social Services, Integrated Youth Service, Parent Link, Speech and Language services, and Education Psychologists.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that a 'responsible person' is identified to inform the Governing Body of students with an EHCP and how teaching staff are supporting these students
- Ensuring that SEND students are fully involved in Academy activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being involved in developing, monitoring and subsequently reviewing SEND policy

ROLE OF THE SUBJECT TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the Academy's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Collaborating with the SENDCo to decide the action required to assist the student to progress
- Working with the SENDCo to collect all available information on the student
- In collaboration with the SENDCo, develop and review SEN Plans and EHCPs for SEND students who they plan, manage and directly teach
- Working with SEND students on a daily basis to deliver SEN Plan and EHCP targets within differentiated planning
- Working and planning with teaching assistants and learning support assistants allocated to their lessons to ensure SEND students are able to access the curriculum to the best of their ability
- Developing constructive relationships with parents/carers
- Being involved in the development of the Academy's SEND policy
- Reading SEND correspondence from the SENDCo
- Actively implementing the SEN and EHCP plans in learning environments and social times where appropriate

- Knowing how and where to access the Inclusion Register and SEN Support Plans for individual students
- Completing an Expression of Concern from when intervention maybe required

ROLE OF THE PRINCIPAL

The Principal's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the Academy
- Working closely with the SENDCo / SEND team
- Informing parents/carers of the fact the SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

CO-ORDINATING AND MANAGING PROVISION

The Code of Practice strengthens the role of the SENDCo, recognising the SENDCO's 'Key role in determining the strategic development of the SEND policy and provision in the Academy in order to raise the achievement of children with SEND.'

SEND provision is an integral part of the Academy Development Plan, the Academy Accessibility Plan and the SEF

ADMISSION ARRANGEMENTS

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Students with special educational needs but without an EHCP must be treated as fairly as all other applicants for admission.' (CoP 1:33)

The Bourne Academy strives to be a fully inclusive Academy. The admission arrangements are recognised to be a crucial element in integration of students into the Academy and its community.

Students transferring from the primary sector

The SENDCo will consult with the SENDCo / teacher from the primary schools, throughout the academic year, to review the students already on their Inclusion Register and to make initial plans for the students' SEN Plans. The SENDCo will discuss the students' academic and social context and may choose to consult with the parents and/or guardians and /or professional colleagues, in addition to the primary school staff. Students' admission to the Inclusion Register, at SEN Support level will be discussed and parents will be consulted.

Students transferring from provision other than their primary school

Parents/carers of students will be asked for information regarding their child's SEND by the admissions team, prior to their admissions interview. Relevant information will be given to the SENDCo who may contact the students' previous school for further information

Students with an EHCP will be the subject of an Admission Planning Meeting, initiated by the SENCo, prior to school entry

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1: Allocation of Resources

The allocation of resources to students with SEND is targeted, in the main, with the informed guidance within the students EHCP, standardised testing and the screening of students for learning difficulties (using Standardised Reading, Spelling and Numeracy assessments). Other guidance is provided by:

- Previous school records / individual plans, SEN Plans and provision
- SATs results
- Teacher assessment
- External, professional advice and testing
- Parents and guardians
- SEND teacher
- Head of House, Teaching Assistants and SENDCo.
- Transition networking days.

The Bourne Academy maintains an Inclusion register, which is accessible to all staff, this acts as a strategic guide for student needs.

B2: Identification, Assessment and Review

a) Categories of Special Educational Need

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's' needs and requirements fall into four broad areas:

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

The SEND Code of Practice 2014 makes it clear that **‘all teachers are teachers of pupils with special educational needs.’**

All teachers are responsible for identifying students with SEND and, in collaboration with the SENDCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment (Dyslexic Screener and standardised testing) and observation are some processes by which students with SEND can be identified. Whether or not a student is making adequate progress, is seen as a significant factor in considering the need for SEND provision.

b) Early identification

Early identification of students with SEND is a priority. The Academy will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation / assessment
- Their performance judged against Key Performance Indicators
- Student progress in relation to objectives in the National Literacy / Numeracy Strategies.
- Standardised screening or assessment tools – reading test, spelling test, maths test, British Dyslexia Screener, WRAT 4 Assessment
- Records from feeder schools
- External agency reports and tests – SALT, Educational Psychologist, Community Paediatrician
- Expression of Concern – Learning and/or behaviour completed and passed to Head of House / SENDCo
- Student Observations completed and passed onto Head of House / SENDCo
- Information from parents
- National Curriculum results
- External exam results

SEND PROVISION

On entry to the Academy each child’s attainment will be assessed – reading, spelling and maths testing, in order to ensure continuity of learning from primary school. For students with identified SEND the Principal, SENDCo, Head of House, Vice Principal will:

- Use information from the Primary school to shape the students curriculum and pastoral provision in the first few months
- Identify the students’ skills and note areas that require support.
- Place student on the Inclusion Register in consultation with previous school and external professionals
- Ensure that appropriate provision is given to support students’ needs
- Set SEN Plan targets that are specific to the individual students needs in consultation with student and parents
- Regularly review SEN Plan targets
- Ensure staff are made aware of individual needs and strategies of support that will ensure student can access the curriculum
- Involve students in planning / agreeing their own targets
- Involve parents in a joint home-school learning approach

(c) The Range of Provision

The provision offered to SEND students includes:

- In-class support
- Enhanced literacy support in small group teaching
- ELSA
- Wellbeing
- Speakabout - Speech and Language support
- Talkabout - Social and Communication support
- Physiotherapy
- Exam Access arrangement testing
- Over to you programme
- In school testing (e.g. dyslexia screening)
- 1:2:1 intervention work
- Specialist work in areas of vision and hearing support
- Specialist skill workshops in braille and touch typing
- Outside agencies e.g. FAST team, YOT, SSCT
- Sound training

The Academy employs an appropriate number of Teaching Assistants (TAs) and Learning Support Assistants (LSAs) to support students with SEND in a variety of contexts, including:

- In-class support of students with an EHCP
- In-class support of students with learning difficulties at SEN Support level
- Special arrangements in national tests and examinations
- Additional literacy support guided by teacher

Students with specific learning difficulties are monitored and managed by the SENDCo.

(d) Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the students previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the students behaviour
- Is likely to lead to Further Education, training, and / or employment

Where teachers decide that a student's learning is unsatisfactory, the Head of House and SENDCo are the first to be consulted. The Head of House/SENDCo and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through SEN Support. Where concerns remain despite sustained intervention and the Academy deem the students difficulties to be complex and long term / life limiting, the Academy may consider requesting a Statutory Assessment. Parents will be fully consulted at each stage.

The Academy also recognises that parents / carers have a right to request a Statutory Assessment. The Academy retain the right to deny a Statutory Assessment request, based on

sufficient evidence that the student is making adequate progress. Parents / carers are entitled to complete an application for statutory assessment, on their child's behalf, following the same protocols the Academy also follow.

(e) Record-Keeping

The Academy records the steps taken to meet students' individual needs. The SENDCo, Head of House will maintain the records and ensure access to them. In addition to the usual school records, the students profile will include:

- Information from previous school / phases
- Information from parents
- Information on progress and behaviour
- Students own perceptions of difficulties
- Information from Health / social services
- Information from other agencies such as Connexions Service, Educational Psychologist, Learning Support Services, Community Paediatrician, School Doctor and Social Services

Teaching SEND students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interest. Some students may need increased levels of provision and support this information is available to all staff on the Inclusion Website. The Code of Practice advocates a **graduated response** to meeting students' needs. When they are identified as having SEND, the Academy will intervene through **SEN Support** as described below.

SEND CODE OF PRACTICE

SEN SUPPORT

SEN Support is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the SENDCo / Head of House after full consultation with parents. External support services will advise on targets for a new IEP and provide specialist inputs to the support process. The SENDCO or Head of House will be the key worker.

SEN Support intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy / Numeracy skills
- Has emotional / mental problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behaviour management programme

- Has sensory or physical needs requiring additional specialist equipment or visits / advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parent/carer consent will be sought for any additional information required. The resulting SEN Plan will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the Academy may well request direct intervention / support from a specialist / teacher.

(h) Request for Statutory Assessment

The Academy will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEN Support
- The students SEN Support Plan
- Records and outcomes of regular reviews undertaken
- Information on the students health and relevant medical history
- Key Performance Indicators
- Literacy / Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/carers
- Where possible, the views of the child
- Social Services / Educational Social Worker reports
- Any other involvement by professionals

An EHCP will normally be provided where, after a statutory Assessment, the LA considers the child requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set out in the EHCP
- Of shorter term
- Established through parental / student consultation
- Set out in a SEN Support Plan
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

(i) Review of Education, Health & Care Plans

Education, Health and Care Plans must be reviewed annually. The LA will inform the Academy at the beginning of each Academy term of the students requiring reviews. The SENDCo will organise these reviews and invite:

- The child's parent/carer

- The child if appropriate
- The relevant teacher/teaching assistant
- A representative of the LA
- Any other person the LA considers appropriate
- Any other external professional, e.g. Integrated Youth Service, Parent link, Educational Psychologist

The aim of the review will be to:

- Assess the students' progress in relation to the SEN Plan targets
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy / Numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the students' performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the students transition to employment, Further Education, work-based training, Higher Education, and adult life.

With due regard for the time limits set out in the Code, the Academy will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

B3: Curriculum Access and Inclusion

The Bourne Academy strives to be inclusive with a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all

At The Bourne Academy we have adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Academy.

B4: Evaluating Success

The success of the Academy's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo, Directors of Learning and Progress Tracking
- Analysis of student tracking data and test results
 - for individual students
 - for cohorts
- Value-added data for students on the Inclusion Register
- Consideration of each students success in meeting their SEN Plan targets
- Termly monitoring of procedures and practice by the SEND Governor
- Academy self-evaluation
- The Governors' Annual Report to parents
- The LA SEND moderation process

- The Academy Development Plan / SEND Development Plan

In evaluating the success of this policy, the Academy will consider the views of:

- Teachers
- Parents / Carers
- Students
- External professionals
- Support staff

B5: Complaints procedure

Any parent or member of the local community who has a complaint against the Academy, member of staff or student of the Academy, in relation to Special Educational Needs and Disability, must first bring the complaint to the attention of the Special Needs and Disability Co-ordinator, by letter whenever possible

Any complaint will be dealt with in accordance with the Academy's complaints procedure policy

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE ACADEMY

C1: Staff Development and Appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the SENDCo's role in school based INSET is to develop awareness of resources and practical teaching procedures for use with SEND students. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. LA's requirements in supporting students' needs will be considered frequently. NQTs and staff new to the school will be given training on the Academy's SEND Policy as part of their induction. The Academy's INSET needs will be included in the School Development Plan.

C2: Links with other agencies, organisations and support services

The Academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND students.

When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational Psychologists
- Speech and Language Therapists
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services
- Pupil Referral Service (PRS)
- SEN assessment and inclusion team

In addition, important links are in place with the following organisations:

- Integrated Youth Service
- The LA
- Parent link

- Specialist services
- The business community
- Education Social Worker
- Social Services
- PTA
- Other groups or organisations

C3: Partnership with Parents/Carers

The Bourne Academy firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The Academy recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives a key role in the partnership.

The Academy will make available, to all parents of pupils with SEND, details of the services that we offer through the Local Offer.

The SENDCo is available to meet with parents at all parents' evenings

C4: The Voice of the Child

The Code of Practice includes a chapter on student participation.

Schools... Should show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the Academy. This reflects the UN Convention on the Rights of the Child.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter... Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

In The Bourne Academy, we encourage students to participate in their learning by:

- Providing varied learning styles within lessons
- Ensuring they are informed and included in all planning, target setting and reviewing of their progress
- Adopting the Assessment for Learning strategies in lessons to inform them on their current level of understanding and how to progress to the next level
- Identifying students strengths as well as supporting potential difficulties they may be experiencing
- Making all IEPs available for staff to include in their lesson planning, through the Inclusion Website

C5: Links with other schools and transfer arrangements

Students with Statements/ Education, Health Care Plans who are likely to transfer to The Bourne Academy will be referred early in the academic year, by the SEN Team of the Local Authority and by the SENDCO from the primary school. This will make possible the SENCo's attendance at the students Annual Review during his/her 6th year. It will be normal practice for the SENDCo to initiate an Admission Planning Meeting prior to the students' entry to The Bourne Academy in September

Year 9 transitional reviews will be significant in preparing for the students transition to employment, Further Education, work-based training, Higher Education, and adult life.