



VISION

Our Vision is to develop literate, numerate, global citizens who ASPIRE, i.e. they are: Ambitious, Self-confident, Physically literate, Independent learners, Resilient, Emotionally 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, where appropriate.
- 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 and EHC Plans, and Provision Map.
- All staff will be involved in the development and implementation of the SEND policy

- 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, external professionals and students working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

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

The SEND Code of Practice (2015) defines SEND as: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them'

Special education provision means:

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college. Definition from SEND Code of Practice April 2015

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:

- Hayley Betteridge (Special Needs and Disability Co-Ordinator (SENDCO))
- Tess McHugh (Special Needs and Disability Co-Ordinator (SENDCO))
- Rachel Bennett (SEND Line Manager)
- Lucy Dawson (SEND Administrator)
- Frances Brown (HLTA, ELSA and The Bridge Coordinator) Teaching Assistants providing in class support and small group interventions
- Learning Support Assistants providing in class support and small group interventions

THE ROLE OF THE SENDCo's

The SENDCo's play 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 and Learning Support Assistants
- Overseeing students' records and SEN Support plans and reviews
- Reviewing students EHC Plans annually
- Testing, applying and organising Access Arrangements for exams
- Overseeing and updating the Inclusion Register
- Applying for an Education Health Care Needs Assessment (EHCNA) where appropriate
- Liaising with parents/carers
- Making a contribution to whole Academy INSET
- Liaising with external agencies, including but not limited to, Local Authority SEND 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
- Appointing a SEND Link Governor who will meet with the SENDCo's regularly throughout the academic year and feedback, as appropriate, to the Governing Body. 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 students with SEND.
- 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 students with SEND who they 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 students with SEND 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, EHCPs and SEN Support Plans for individual students.

- Being efficient and competent in the use of Provision Map to support teaching and learning, as well as student progress.
- Completing an Expression of Concern from when intervention may be 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
- Ensuring that the school has clear and flexible strategies for working with parents/carers, 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 SEND 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. 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. The SENDCO, together with the student's parent/carer, along with information provided by the primary setting and any other professional colleague, will make initial plans for the students' provision upon their transition and, where necessary write and agree SEN Support Plans .

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, as well as any other professional involved, for further information

Students with an EHCP will be the subject of a formal Local Authority consultation, the process of which is outlined in the SEND Code of Practice

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
- CAT4 results
- Teacher assessment
- External professional advice and testing
- Parent/carer and guardians
- SEND teacher
- Head of House, Teaching Assistants, Learning Support Assistants and SENDCo.
- Transition networking days.

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

B2: Identification, Assessment and Review

a) Categories of Special Educational Need

The SEND 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 of SEND:

- 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/Dyscalculic 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 in curriculum assessments
- 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/Dyscalculia Screener, WRAT 5 Assessment
- Records from feeder schools
- External agency reports and tests – SALT, Educational Psychologist, Community Paediatrician, Outreach Services.
- 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, Assistant Vice Principal, SENDCo, Head of House, will:

- Use information from the Primary school to shape the student's 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 parent/carers, 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 parent/carers
- 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, discussions are encouraged with the SENDCo at Parent Teacher Consultation events.
- Ensure that Provision Map is kept updated with all the above information pertaining to the students' needs and provision made to respond to the identified needs.

(c) The Range of Provision

The provision offered to SEND students includes:

- In-class holistic learning support, through classroom Teaching Assistants/Learning Support Assistants
- Learning Link provision upon primary transition to support complex cognition and learning needs.
- The Bridge for additional literacy support (curriculum disapplication to Modern Foreign Languages)
- Enhanced literacy support in small group teaching
- ELSA and wellbeing provision
- Mental Health Support Team in School

- Exam Access Arrangement testing
- In school testing (e.g. dyslexia/dyscalculia screening)
- 1:2:1 and small group intervention work
- Specialist work in areas of vision and hearing support
- Privately commissioned interventions to support individual's needs
- Outside agencies e.g. YOT, SSCT, SALT, CSC, Outreach.
- Lexonic programmes

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 for students with an EHCP
- In-class support of students with learning difficulties at SEN Support level
- Exam Access Arrangements in national tests and examinations
- Additional literacy support guided by teacher
- Differentiated curriculum to allow for attendance in The Bridge and Learning Link

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, as well as any intervention already implemented. Where support additional to that of normal class provision is required, it will be provided through the graduated response. Where concerns remain, despite sustained intervention, and the Academy deem the students difficulties to be complex, long term and/or life limiting, the Academy may consider requesting an Education and Health Care Needs Assessment (EHCNA). Parents will be fully consulted at each stage.

The Academy also recognises that parent/carers have a right to request an EHCNA. The Academy retain the right to deny an EHCNA request, based on sufficient evidence that the student is making adequate progress. Parent/carers are entitled to complete an EHCNA request on their child's behalf.

(e) Record-Keeping

The Academy records the steps taken to meet students' individual needs. The SENDCo and Head of House will maintain the records and ensure access to them. In addition to the usual school records, the student's 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, Educational Psychologist, Speech and Language Team, Community Paediatrician 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, considering the differences in students' abilities, aptitudes, and interest. Some students may need increased levels of provision and support. The SEND Code of Practice advocates a **graduated response** to meeting students' needs and provision made for each student, along the graduated response pathway, can be viewed on Provision Map. When a student is 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 after consultation with parents. External support services may advise on targets for a SEN Plan and may provide specialist input 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 of SEND over a prolonged period of time.
- 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 complex difficulties which inhibits their ability to access a broad academic curriculum.
- Has emotional / mental health problems that often substantially impede own learning or that of the group, despite having an individualised behaviour management programme
- Has sensory and/or physical needs requiring additional specialist equipment or visits / advice from specialists
- Has communication or interaction difficulties that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to students' records to understand the strategies and interventions 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.

(f) Request for Statutory Assessment (EHCNA)

The Academy will request an EHCNA from the LA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. An EHCNA 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 current (and historic) SEN Support Plan(s)
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Student attainment across the curriculum and any disparity in data when compared to age expected Literacy / Numeracy attainments
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of the parent/carer
- 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 an EHCNA, the LA considers the child requires provision beyond what the Academy can offer within the nominal SEN Budget. However, the Academy recognises that a request for an EHCNA 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 and across the educational setting
- Delivered by the subject teacher with appropriate additional support where specified

(g) 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 if appropriate
- LA Case Officer
- Any other person/external professional the LA/Academy considers appropriate

The aim of the EHCP review will be to:

- Assess the student's progress in relation to the desired outcomes
- 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' needs and 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 SEND Code of Practice, 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

The Bourne Academy has 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 student's success in meeting their SEN Plan targets
- 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/SENDCo
- 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
- Local Authority SEN Team
- Community Paediatricians
- Outreach Service/LA School Inclusion Team
- Children's Social Care and Edge of Care Team
- Virtual School
- Occupational Therapists
- Mentoring providers
- Play Therapists
- LA Reintegration Officers
- Mental Health Support Team in School

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

- Integrated Youth Service
- The LA
- SENDclass Specialist services
- The business community
- Education Social Worker
- 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 SEND 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.

The Bourne Academy, encourages 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 SEN and EHC Plans available for staff to include in their lesson planning

C5: Links with other schools and transfer arrangements

Students with Education, Health Care Plans who are likely to transfer to The Bourne Academy will be referred by the SEN Team of the Local Authority. A formal consultation will take place. If The Bourne Academy agree they are able to meet the child's needs (as set out in the EHCP), the SENDCo's will seek to attend the students Annual Review during his/her 6th year. In the event this is a sixth form admission, the SENDCo will seek to attend the phase transition review during their GCSE year. It will be normal practice for the SENDCo to initiate an Admission Planning Meeting, prior to the students' entry to The Bourne Academy.

Reviewed and approved by the Governing Board in June 2023

Next review Date: June 2024