



BOWLING GREEN ACADEMY

Special Educational Needs and Disability (SEND) Policy

Approved by:	Local Governing Board		
Responsible department:	Bowling Green Academy		
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Introduction

At Bowling Green Academy we endeavour to raise the aspirations and expectations of all children with special educational needs or disabilities to achieve their best educational outcomes.

Through our 'KITE Values', we are **'Achieving Together'**.

KINDNESS



INDEPENDENCE



TENACITY



ENJOYMENT



Objectives

- To ensure equality of opportunity for all pupils
- To give every child the opportunity to experience success in learning to achieve as high a standard as possible
- To ensure the early identification of individuals who need extra support
- To closely monitor the progress of all children including those with SEND to ensure they reach their full potential
- To work closely with parents and other agencies to provide support and opportunities for those children with SEND
- To ensure individual children and staff receive appropriate support to facilitate meeting identified special needs
- To create an environment that meets the needs of individual children
- To ensure that, where appropriate, the wishes of the children and views of individual parents are taken into account.

Identification of pupils with Special Educational Needs

Teachers and the SENCO, along with parents, carers, children and outside partners, will work together to identify children's special educational needs through a detailed analysis of:

- Teacher's assessment and experience of the pupil
- Information on pupils' progress and attainment
- Individual's development in comparison to their peers
- The views and experience of parents and the child
- The child's own view and advice from external support services.

The action that the school needs to take to support children will take account of the following four areas of needs, as identified in the SEND Code of Practice 0-25 2014. These are:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical.

The following are not considered special educational needs but may still impact on a child's progress and attainment:

- Disability (however, the school will ensure it follows the statutory guidance on 'reasonable' adjustments set out in the Disability Equality legislation to ensure all children are able to access their education)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of a Pupil Premium grant
- Behaviour is not considered a special educational need, although it is possible that it may be a symptom of an unmet special educational need.

A graduated approach to SEN Support



Bowling Green Academy adopts the assess, plan, do, review graduated approach to pupil provision identified in the SEND Code of Practice. Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and

young people.

Assess

In identifying a child as needing SEN support, the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. It should also draw on the views and experience of parents, the pupil's own views and, if relevant advice from external support services.

Plan

Where it is decided to provide a pupil with SEN support, the parents will be formally notified. The teacher should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher,

they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher on the effective implementation of support where necessary.

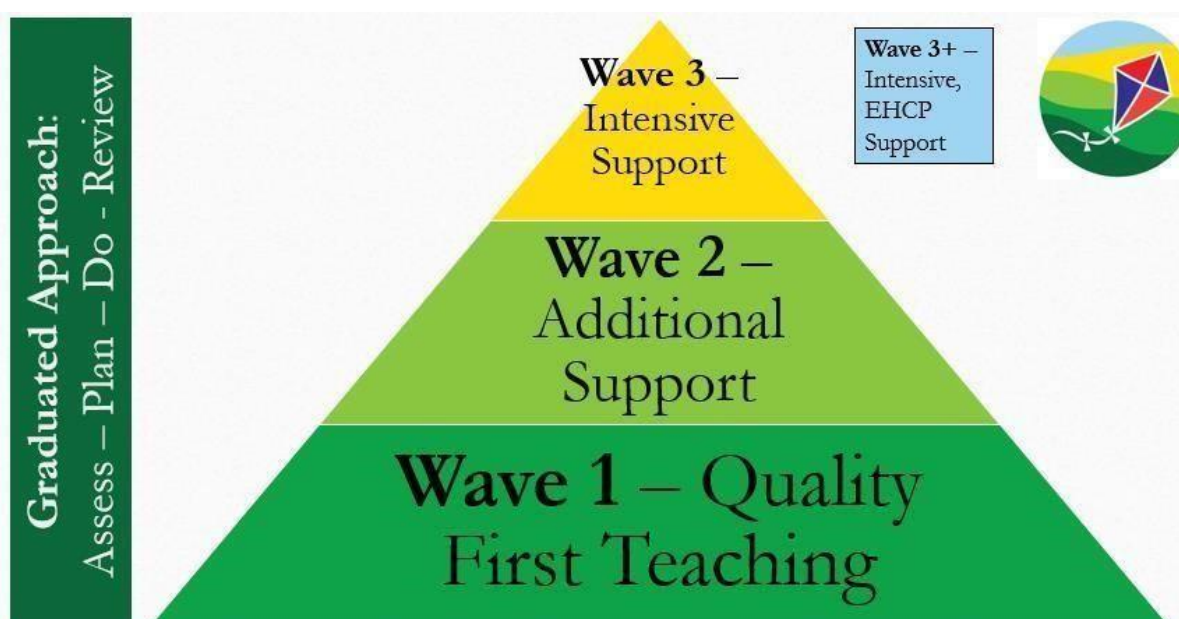
Review The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly. The impact and quality of the support and interventions should be evaluated. New targets and/or support strategies will be set in a meeting with parents.

Management of SEN at Bowling Green Academy

A child may be placed on the SEN Register if they require support that is additional to – and different from – quality first teaching and day-to-day classroom practice. This will be in consultation with parents/carers.

The school's register shows 'Waves' of support. The Waves are decided from ongoing teacher assessment, parental involvement and support from external providers. The Waves of support are as follows:

- **Wave 1** – inclusive, quality-first teaching for all children, including differentiated teaching, additional adults, classroom organization, groupings, resources, feedback
- **Wave 2** – additional support to help children who need help to accelerate their progress to enable them to work at – or above – age-related expectations.
- **Wave 3** – intensive support, personalised to meet specific concerns.



If a child is regularly receiving Wave 2 support and/or regular classroom considerations, they may have a **Pupil Passport**. This can be shared with all adults in school and will detail any 'must know' information that would best benefit that child.

Each child on Wave 3 Intensive Support, will have an **Individual Education Plan (IEP)**, detailing their needs, expected outcomes, strategies to be used and review of their progress.

At Bowling Green, both these proformas are on EduKey Provision Map software. Both are with full communication from families, particularly IEPs, which are reviewed regularly (at least termly). The class teacher will assess, plan for, teach and review children's SEN Support for children receiving Wave 2 and Wave 3 levels of support. The teacher may be supported by the SENCO and outside agency advice.

If - during a review on an IEP - it is identified that the school provision is not accelerating progress of a child, then the SENCO will seek to engage additional support or specialist services from sources outside of the school. This may include one – or more than one – of the following agencies:

- Speech and Language Support Service
- Educational Psychologist
- Emotional, Behavioural and Social Services
- Learning Support Service
- Locala School Nurse Service
- Childhood and Adolescence Mental Health Services (Open Minds CAMHS) or Mental Health Support Team (MHST)
- Physiotherapist
- Occupational Therapist Services
- Sensory Impaired Services.

On occasions when, despite a personalised programme of Wave 3 intensive support, a child still remains a significant cause for concern, the school may request an assessment for an Educational Health Care Plan (EHCP) from the Local Education Authority (LEA). The school will have the following information available:

- Interventions from Wave 3 intensive support
- Pupil tracking data
- Records and outcomes of regular reviews undertaken
- Assessments and reports from specialist services
- The views of the parents/carers and the child.

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer. EHCPs must be reviewed annually. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan while a child still maintains SEND Support in school.

When a child's needs no longer require support beyond Quality First Teaching and day-to-day classroom practice, they will be taken off the school's SEN Register. Similarly, they may move between the support Waves over time.

When secondary school transition becomes appropriate, as part of transition planning for pupils with SEND, and especially those with EHCP plans, the school will work closely with parents, pupils, and receiving secondary schools. Relevant information will be passed on to the secondary school SENCO, with the aim of making the transition as smooth as possible.

Supporting Pupils and Families

Access to the school's SEN Information Report is available on the school [website](#). This should be read in conjunction with the Core Offer set out in [Calderdale's Local Offer](#), which is also available on the website.

The school will seek to support the parents and carers to access the support services they require to enable the child to achieve their outcomes. At all stages of the special needs process, the school strives to keep parents fully involved and informed. The school will take into account parents' aspirations, wishes and knowledge at all stages. Furthermore, we encourage parents to make an active contribution to their child's education.

Children will be at the forefront in their support. Their views and aspirations will be taken into account when planning SEN provision and when reviewing progress. This will be done in an age appropriate manner.

Supporting pupils with Medical Conditions

The Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions which can be found under the Policies tab on the school website.

Admission Arrangements

No pupil will be refused admission to the Academy on the basis of their special educational need. In line with SEN, Disability Act, Disability and Equality Scheme and Safeguarding we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. See Calderdale Admission Policy, which the Academy has adopted.

Roles and Responsibilities

Provision for children with SEND is a matter for the Academy as a whole. The local governing body (LGB), in consultation with the Principal, has a legal responsibility for determining the policy and provision for children with special educational needs. It maintains a general overview and has an appointed representative who takes interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any children with SEND
- all staff are aware of the need to identify and provide for children with SEND
- children with SEND join in school activities alongside other children, so far as is reasonably practical and compatible with their needs and the efficient education of other children
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing/funding arrangements & oversee the school's work for SEND

The **Principal** is responsible for: • the management of all aspects of the school's work, including provision for children with special educational needs

- keeping the governing body informed about SEND issues
- working closely with the SENCO
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **Special Educational Needs Co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for children with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- liaising with the Principal and Governor with responsibility for Special Needs on issues of SEN within the school.
- helping staff to identify children with special educational needs
- supporting class teachers in devising strategies, drawing up One Page Profiles
- setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with special educational needs and on the effective use of materials and personnel in the classroom

- liaising closely with parents of children with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of children with SEND using existing school assessment information, e.g. class-based assessments/ records, end of year QCA tests, SATs, etc.
- contributing to the in-service training of staff
- liaising with secondary school to ensure a smooth transition

Class Teachers are responsible for:

- providing high quality teaching for all children • assessing children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the children (in liaison with the SENCO, parents and children)
- regularly reviewing the impact of these adjustments, interventions and support, including children with SEND in the classroom, through providing an appropriately differentiated curriculum.
- retaining responsibility for the child, including working with the child daily
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting children with SEND.
- directly liaising with parents of children with SEND
- managing and liaising with support staff within their class to ensure the needs of children on the SEND register are met.

Record Keeping

The Academy will record the steps taken to meet each pupil's individual needs. The SENCO will maintain the records and ensure access to them where required. Information is stored either on the school SEND management system or in a locked cabinet.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. There are regular opportunities for staff to seek support from the SENCO in relation to their knowledge and understanding of SEND. Teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

The school's SENCO will regularly attend the SENCO network meetings in order to keep up to date with local and national updates in SEND and to forge local links. The SENCO will disseminate training where appropriate to other staff members.

Complaints

If there are any complaints relating to the provision of inclusion these will be dealt with in the first instance by the SENCO then, if required, the Principal. The Chair of Governors may be involved, if necessary. In the case of any unresolved complaint, the LA maybe involved.

Review of SEND Policy

The Academy considers the SEND Policy document to be important and in conjunction with the Local Governing Body, will undertake a thorough review of both the policy and practice each year.

Appendices

[SEN Code of Practice: 0 – 25 years](#)

[Calderdale Local Offer](#)