Inclusion and Disability Policy

Bluecoat Academy
believe in yourself, in others, in God

Approved Date:	11th May 2015
Review Date:	May 2016
Responsible Officer:	Director of Learning for Additional Needs

The Academy's Context
Bluecoat Academy is a large Church of England voluntary aided secondary school serving a diverse inner city catchment area. The academy has a higher proportion of students with SEND compared to national averages for maintained mainstream secondary schools.

Students entering Academy have a broad range of special educational needs. According to SFR 30/2013 in state-funded secondary schools the three most frequent types of primary need were Behaviour, Emotional & Social Difficulties, Moderate Learning Difficulty with and Specific Learning Difficulty.

We do not fit this pattern. There are more than 3 times as many 'higher level' SEND students with ASD as their primary need compared to the national rate for all state-funded secondary schools. Alongside ASD, BESD and MLD are the most prevalent needs identified in the Bluecoat Academy cohort.

Bluecoat Academy is proud of its diversity. It places great emphasis on its unique and varied community of learners. Everyone regardless of faith, ability, ethnicity or background is valued and nurtured. Bluecoat Academy has a local and national reputation for its work with young people with special needs. Inclusion for all and of all is central to what we are about.

National Context
The academy's Inclusive Education policy is a response to the SEND Code of Practice, 2014, and resulting statutory requirements for Academies. It has regard to the Children and Families Act 2014 and The Equality Act 2010

1. Definition of SEND
Students have special educational needs if they have a ***difficulty accessing the curriculum***, temporary or more long-term, which calls for special educational provision to be made for them.

Students have ***difficulty accessing the curriculum*** if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age;
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special Educational Provision may be triggered when a student fails to achieve adequate progress, despite having had access to a differentiated programme. Parents/carers and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches, quality first teaching and a differentiated curriculum;
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy;
- Presenting persistent emotional and behavioural difficulties which have not been managed by appropriate strategies usually employed;
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids and equipment;

- Poor communication or interaction skills, requiring specific interventions and adaption's to access learning.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a student's behaviour should be described as an underlying response to a need which we need to explain, identify or have an understanding of.

2. Aim

Inclusion for all and of all is central to what we believe.

We regard all students and adults as being of equal value and we actively seek:

- raise the aspirations of and expectations for all students with SEND
- to enable students to reach their full educational potential
- to ensure each student has a clear pathway for their future ambitions and well-being including independent living, further education and employment
- to give equal opportunities to all

We recognise that a proportion of our students have Special Educational Needs. We are committed to making appropriate provision for them to ensure that they have full and equal access to the academy curriculum and are enabled to reach their full educational potential. The academy provides a real focus on outcomes for students with SEND and not just hours of provision or support.

We believe every teacher at Bluecoat Academy is a teacher of every child or student including those with SEND. We want to establish an environment where meeting the needs of students with SEND is the responsibility of all staff of the academy.

Staff across the academy will seek to develop the full potential of each student, recognising the uniqueness of each individual. Staff aim

- that students with Special educational needs will be supported in a caring and supportive environment which encourages self-confidence and where independent learning and will be promoted;
- to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the SEN Code of Practice.
- to ensure that we celebrate the wide range of our students' achievements
- to support all students to excel by offering multiple pathways for progression
- to equip students with the skills and attributes necessary for adult life
- to be able to justify our choice of intervention in terms of appropriateness and effectiveness

3. Objectives

Staff members seek to identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the academy. Where needs have not been previously identified staff have an obligation to report concerns or observations to the SENCo.

Monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure students with SEND have access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress. We are committed to the belief that excellence in education can be best achieved when a partnership exists between family, student and the academy.

Work with and in support of outside agencies when the student's needs cannot be met by the academy alone. We receive support from Community Education Psychology Service (CEPS), Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), the LA's Autism Team and Social Care teams.

Create an environment where students can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with staff in school and carefully monitoring the progress of all students at regular intervals.

Use the SEN Code of Practice as a framework for identification of, and provision for, students with SEND.

4. Linked Policies

This policy is linked to the Attendance Policy, Complaints Policy, Accessibility Plan, Sex and Relationships Education Policy, Equality and Diversity Policy, Anti-Bullying Policy and Safeguarding Policy.

APPENDICES

1. Admission and Provision for special educational needs

Please refer to the information in our academy prospectus around admissions

The admission arrangements for all students are in accordance with national legislation, including the Equality Act (2010). This includes children with any level of SEN, those with Statements or EHCP and those without.

At Bluecoat Academy we make provision for frequently occurring special educational needs without a statement of special educational needs or Education, Health Care Plan. The educational needs of our students include dyslexia, dyspraxia, physical difficulties, hearing and visual impairments, speech and language needs, Asperger's, autistic spectrum disorders, learning difficulties and emotional and mental health needs.

The academy also works towards meeting the needs of students with a statement of special educational needs or EHCP. These student's needs are as above but more complex and long term.

Decisions on the admission of students with a statement or EHCP are made by the Local Authority in consultation with parents and the academy.

The admission arrangements for students without a statement of special educational needs or EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

Where appropriate upon transition, students with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. A transition plan will be offered to aid transition and secure a successful start to Year 7 or at any other time.

2. Arrangements for co-ordinating SEN provision

The SENCo will hold details of all SEN Support records such as the IER, provision maps, IEPs, intervention records and records pertaining to individual students with SEN.

All staff can access the following documentation on the shared staff delivery file (StaffPublic):

- Bluecoat Academy Inclusion and Disability Policy
- A copy of the full IER
- Guidance on identification on SEN in the Code of Practice
- Information on individual students' special educational needs including IEPs, student provision maps etc
- Practical advice and information about types of SEN and disabilities

By accessing the above every staff member will have complete and up to date information about all students with special needs and their requirements, enabling them to provide for the individual needs of the students. This policy is made accessible to all students and parents in order to aid the effective co-ordination of the academy's SEN provision.

3. Identification of SEND

Students will have needs and requirements which may fall into at least one or the following 4 areas of need:

Communication and Interaction including:

- Speech, language and communication needs
- Autistic spectrum condition including Asperger's Syndrome

Cognition and learning including:

- Specific learning difficulty
- Moderate learning difficulty
- Severe learning difficulty

Social, mental and emotional health including:

- Attention, deficit, hyperactivity disorder
- Attachment disorder
- Anxiety disorder

Sensory and/or physical including:

- Hearing/visual impairment
- Physical disability

We identify the needs of students by considering the needs of the whole student which will often include not just the SEN of the young person.

The academy, in accordance with the SEN Code of Practice 2014 believes the following are not SEN but may impact on progress and attainment and staff work hard with parents/carers, outside agencies and the student to overcome these barriers including:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Students being in receipt of Pupil Premium Grant
- Students looked After
- Being a child of Servicemen/women

The academy uses the **graduated response** as outlined in the Code of Practice (2014).

Information is collected as early as possible around identifying the needs of individual students.

Students identified with SEN at primary school or other schools:

Information about students with SEN is transferred from primary schools. The academy gathers information from feeder primary schools through school visits by relevant pastoral staff and more detailed information either by attendance at Year 6 Annual Reviews or by visits by the SENCo and

their team to the schools in the summer term. Any student identified as SEN Support or has a Statement in Year 6 is referred to the SENCo and is added to the Inclusive Education Register.

Additional students are added to the register in Year 7 when:

- The LA notifies the academy about students who are transferring with Statements or EHC plans. Where practicable, the SENCo or member of the team attends their Annual Review to ensure a smooth transition.
- Information from outside agencies is recorded and students targeted for additional support
- Key Stage 2 results are analysed
- All students sit the CATS test and reading test on entry
- Individual diagnostic assessments are used for specific students where there needs to be more clarity around their specific need e.g. dyslexia screening
- In addition, students may be identified by individual teaching staff, may self-refer and/or be referred by their parents/carers.
- Using such information the SENCo and Learning Support staff observe targeted students in a variety of settings to ensure students who experience barriers to learning are identified, and that suitable support is in place so that they are able to access the curriculum.

The definition of SEN Support is used by the Bluecoat Academy to ensure students are on the Inclusive Education Register with appropriate support, in line with SEND guidance.

Student's needs will be identified and met as early as possible once at the academy through:

- The analysis of data including entry profiles and subject specific assessment
- Tracking individual progress over time through data collection points each academic year
- Maintaining a provision map for vulnerable learners but which clearly identifies students receiving additional SEND support from the academy's devolved budget or is in receipt of HLN funding
- Involving external agencies where it is expected that a SEN is significant and barrier to progress

4. SEN Support

We believe that every teacher is a teacher of students with special educational needs. Subject staff and leaders monitor the progress of all students especially after data collection points. Staff implement appropriate personalisation to meet student need in lessons in the first instance through quality first teaching:

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

- Subject teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff;

- Additional intervention and support cannot compensate for a lack of good quality teaching

- Students with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in the academy and increase their access to the curriculum.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, DoLs, DDoLs, SENCo and external verifers
- Ongoing assessment of progress made by students with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to student need
- Teacher meetings with SENCo and Learning Support staff to provide advice and guidance on meeting the needs of students with SEND
- Student and parental feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records

All students have individual subject targets set in line with national outcomes to ensure ambition. Parents are informed of these via the academy reporting systems and also at events such as Parents' Evenings.

Students' attainments are tracked using the whole academy tracking system (Go4Schools) and those failing to make expected levels of progress are identified very quickly. These students are then discussed in termly progress meetings that are undertaken in faculty/directorates and discussed with the SENCo and Learning Support team.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated being provided to the student, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the academy considers their require child may require SEN Support and their partnership sought in order to improve attainment.

Action relating to SEN Support/interventions follow an Assess, Do, Plan and Review model

The Assess, Plan, Do and Review is a graduated response. This is an on-going cycle to enable the provision to be refined and revised as the understanding around an individual grows or changes. This cycle enables the identification of those interventions which are most effective in supporting the student to achieve good progress and outcomes.

Assess:
In identifying a student as needing SEN support the subject teacher, working with the SENCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher

observations, details of previous progress and attainment, comparisons with peers and national expectations, as well as views and experiences of parents.

This analysis will require regular review to ensure that support and intervention is matched to need. Barriers to learning must be clearly identified and being challenged.

Plan:
When it is decided to provide a student with SEN Support, parents will be informed. Planning will involve consultation between the teacher, pastoral team, SENCo and parents to agree the adjustments, interventions and support that are required.

When a student has been identified as having SEN, the curriculum and the learning environment will be further adapted by the subject teacher to reduce barriers to learning and enable them to access the curriculum more easily. Some students may require specific literacy, language and/or social/emotional interventions. These are delivered by suitably trained members of staff.

In addition, if it is considered appropriate, students may be provided with specific equipment or resources such as ICT/or additional adult help.

This same team need to record the impact on progress and review how successful the interventions have been. Agreed interventions are recorded on the Learning Support Student Intervention Tracker. All those working with the student need to be informed of the teaching strategies/approaches being employed and the outcomes that are being sought.

Do:
The subject teachers, tutor and pastoral team remain responsible for working with the student on a daily basis. They will retain responsibility even when support staff are involved in their lesson. Subject staff must work closely with teaching assistants to plan and assess the impact of support and interventions linked with classroom teaching. This could take the form of in-class interventions or withdrawal work. Support with further specialist assessment, problem solving and advising around the implementation of effective support will be provided by the SENCo.

SEN support can take the form of teacher planning/intervention, additional in-class support, access arrangements, mentoring or an intervention group to address a particular area of need.

Review:
Reviewing student progress will be made at termly data collection points both in faculty areas and through the Learning Support Faculty. The review process will evaluate the impact and quality of the support and interventions.

SEND achievements are monitored in relation to their peers but also in relation to other SEND students nationally. Any gaps in achievement either in the academy or in comparison to national norms should be closing.

The SENCo will revise the support and in light of student progress – making any necessary amendments going forward – in consultations with subject staff and parents. When expected progress is made, gaps have closed and students are achieving in line with their ability, a decision is made as to whether they continue to be identified as having SEN and remain on the IER.

If progress rates are still judged to be inadequate despite the delivery of high quality teaching and interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student.

The needs of the majority of students will be met from within the academy's own resources. The academy receives funding to respond to the needs of students with SEND from a number of resources that includes:

- A proportion of the funds allocated per student to the academy to provide for their education called Learning Support
- The notional SEN budget. This is a fund devolved to academies to support them to meet the needs of students with SEND
- The Student Premium funding provides additional funding for students who are claiming free academy meals, who are in the care of the LA or whose parents are in the Armed Forces.

Some students will have a higher level of need. Additional funding to support these students is available from the LA High Level fund. To receive additional funding, the academy will provide to the LA a costed provision map demonstrating how advice and recommendations from external services have been implemented, the outcomes of support and indicating how additional funding will be used to support the student in achieving desired outcomes. Thresholds for funding are related to need and banded into three grades of funding linked to exceptionality.

Where students require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the LA.

5. Ensuring Access to the curriculum for Students with SEN

At the Bluecoat Academy we follow the Teacher's Standards advice developed by the Department for Education to ensure that our teaching conforms to best practice. Details about the Teacher's Standards can be found on the academy website.

In meeting the Teacher's Standards the academy employs additional teaching approaches, as advised by internal and external assessments e.g. mentoring, academic coaches, small group teaching and the use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the academy as notional SEN funding.

If necessary, we can adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of SEN or EHCP.

In order to have a curriculum which meets the needs of all students, Bluecoat Academy has:

- Setting of students by ability from Year 7 onwards
- Smaller classes for lower ability sets
- Additional literacy/English lessons for identified Year 7 and 8 students
- Additional in-class support for all lower sets from Year 7-11

- Small group withdrawal for specific academic intervention groups as required (Literacy, Numeracy, ICT interventions for students working at Level 2 or below)
- Social and emotional support groups if and when necessary
- Specific Literacy Difficulty clinics for students diagnosed with dyslexia
- Language sessions for visually/hearing students to reinforce work covered in lessons with communication assistants or Teachers of the Deaf/Teacher of the Visually Impaired.=
- An option for some GCSE students to drop individual subjects and have 'catch up' time to supplement the work they do in other GCSE subject areas.
- Alternative curriculum sessions for Years 7 and 8 students with complex and long term needs including SALT sessions, Life Skills, Music Therapy, SRE, additional swimming, Social stories et
- Alternative curriculum pathway from Year 9 onwards following a Foundation Learning curriculum

- Sixth Form pathway following a Life Skills Diploma programme

6. Managing Students on the IER

All students at the Bluecoat Academy with SEN are recorded on the academy's Inclusive Education Register (IER). The register identifies individual students, their SEN. The register is the responsibility of the SENCo. The SENCo has the responsibility of updating and sharing information from the register with those professionals working within the academy. The IER is updated on a termly basis and found centrally on the school ICT StaffPublic area. Information on individual student's special educational needs, including IEP and provision mapping is also found on the StaffPublic area for all staff to access.

Students on the Inclusive Education Register now come within two categories – SEN Support and Statement/EHCP. This is a change to the system which ended on 1st September 2014 that categorised students into School Action, School Action plus and Statements. The process for managing and meeting the needs of students on the IER from September 2014 is outlined below:

- The subject teacher has the responsibility for planning and delivering support for individual students with SEN

- The SENCo provides professional guidance to colleagues and will work closely with the student, staff, parents and other agencies in order to create the best support for the individual

- The SENCo will produce a map of student provision geared towards recording and evaluating the effectiveness of any interventions in place. This will include impacts on progress and achievement along with the funding required for each intervention. Student provision maps will be reviewed each term and can form part of the discussion at student progress meetings.

- The SEN administrator is responsible for updating student provision maps and IEPs following review meetings and ensuring that all staff have up to date information.

- The SEN administrator is also a point of contact, other than the SENCo, for parents and students who may need information, guidance and support.

- In addition to the termly school based review meetings, students who have a current statement or new EHCP will have their plans reviewed at least once a year at the Annual Review Meeting. This meeting will involve the SENCo, key worker, parents/carers, the student and representatives from the LA teams supporting the student

- In most cases where additional support and specialist services may be required the SENCo or appropriate member of the Additional Needs Faculty or member of SLT will co-ordinate this action.

- In most cases where a formal referral process is required the student and parents/carers will be filly involved in compiling the necessary evidence to support the referral.

- In exceptional cases, where the graduated response for meeting individual needs has not been effective in securing agreed outcomes, the academy may request additional funding from the LA through their High Level Funding. In this event the SENCo will in collaboration with the student and family, present supporting evidence to the LA for additional funds to meet exceptional need.

7. Criteria for Exiting the IER

One of our core aims in supporting students with SEN is preparing them effectively for adulthood. In meeting this aim we will work to develop a strong level of independence within each student at the academy and in doing so help them to acquire the skills and awareness needed to lead a safe and successful live as they move on to college, higher education or the work place. If a student is receiving special educational provision and support there is an expectation that over time, the level of support is reduced or altered to allow for increased independence.

Most learning needs and disabilities will be present for life and as such we recognise that the majority of students with additional or special needs will require continued monitoring whilst at school regardless of the level of support. Students with complex and long term needs will need continued support and specialist provision. The academy will continue to plan specialist curricula and pathways for these students to ensure they can access a broad and balanced curriculum that leads to enrolment in local and specialist colleges.

However, students on the IER who demonstrate over time that they making good progress towards their outcomes with increasing independence can be taken off the IER. This decision must be made in collaboration with the student and parents/carers.

All students are individuals and as such there are no prescribed ‘best fit’ criteria for exiting the IER. Common indicators are likely to be based on attainment across subjects, attainment across time, effort grades, teacher evidence and student and parent/carer views.

8. Roles and responsibilities

The roles and responsibilities of academy personnel with regard to special educational needs are given below. They are in accordance with the Code of Practice (2014) guidelines and academy job descriptions.

Governing Body:

- The Trust will have overall responsibility for setting the Academy's policy on Inclusive Education
- In partnership with the Principal, the Governors have responsibility for deciding the academy's approach to meet the needs of students with SEND
- Ensuring that the Principal sets objectives and priorities in the academy Improvement Plan, which include provision for SEND
- Monitoring the policy through the academy's self-review procedures
- All governors are informed of the academy's provision, including funding, equipment and staffing.
- Reporting annually to parents on the academy's policy through the academy website.

Principal:

- Setting objectives and priorities in the academy Improvement Plan
- Line managing day-to-day provision for students with SEND, including setting a budget for supporting students within the academy's overall financial resources.
- Informing the Governing body

SENCo:

- Disseminating information and raising awareness of SEND issues throughout the academy
- Is responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy
- Managing and developing the roles of Teaching Assistants, through training and PM
- Screening and identifying students
- Co-ordinating provision for students
- Supporting the teaching and learning of students with SEND
- Keeping accurate records of all students with SEND
- Drawing up, reviewing and monitoring IEPs and provision maps for those with SEND and others, as required
- Monitoring faculty delivery of the Inclusive Edication policy
- Helping with the recruitment and deployment of the academy's Learning Support team
- Being responsible and accountable for the whole school SEND resources and sharing with the Principal and VP for Business and Finance responsibility for the allocation of resources devolved directly from the LA.
- Liaising with parents and carers of students with SEND
- Liaising with and advising subject staff and support staff
- Liaising with schools including feeder primaries and specialist settings
- Liaising with outside agencies
- Contributing to in-service training and external training where appropriate.
- Being involved in preparing the SEN Information Report and reporting back to Governors around the Inclusive Education policy.

Directors of Learning:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work

- To monitor, evaluate and review the quality of teaching and learning across the Directorate, with regard to students with SEND
- To monitor the academic progress of students with SEND across the curriculum ensuring that expected progress is taking place and identifying areas where this is not happening and working in partnership to develop interventions/strategies to ensure expected progress
- To ensure that Literacy and Numeracy policies are embedded in subject areas working practices in order to support all students working below expected levels in these core areas
- Ensuring appropriate teaching resources for students with SEND are purchased from academy funds
- Raising awareness of academy responsibilities towards SEND in their Directorates

Teaching Staff:

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring IEPs are considered in the class and strategies applied
- Monitoring progress of students with SEND against agreed targets and objectives
- Be fully aware of the academy's procedures for SEND
- Raising individual concerns around students to the SENCo and their team.

Teaching Assistants:

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate enable them to become independent learners
- To empower students to develop effective strategies that
- Monitor progress against targets using academy data and observations while working with targeted students.
- Assist with drawing up IEPs for students and supporting the development of provision mapping
- Ensure they follow through their role of Key Worker in a professional manner
- Contribute to the review process, either in person or with a written report
- Work with small groups in or out of the classroom, under the direction of the class teacher
- Support students on educational visits
- Jointly plan with teachers, where appropriate including developing differentiated resources for specific students

9. Supporting Students and Families

The new Code of Practice stresses the importance of the student and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.

The following information and links are in place to guide parents/carers and students to useful information that can support their part in the decision making process.

The Nottingham City Council SEND Local Offer can be accessed using the link below. Nottingham City Council's SEND Local Offer is one central place to access all information about services and support available to SEN and disabled children, young people and their families. Whether you are a child, young person or parent/carer, you will be able to access all the information you need about education, leisure, social care, support groups and health.

http://tinyurl.com/mdb8w3y

Nottinghamshire's SEND Local Offer is a similar document that brings together information about the services and provision available to families of children and young people with special educational needs and/or disabilities living in Nottinghamshire.

www.nottinghamshire.sendlocaloffer.org.uk

Our SEN Information Report can be accessed via the academy website. This document is intended to provide straight forward information for parents/carers and students about the support and provision they can expect from the academy around SEN.

Every local authority has to provide funding for a parent partnership service, to give impartial advice, information and support about education issues to parents and carers of children with special educational needs and disabilities living in the area. Staff offer support through a helpline, website and through supporting parents/carers in preparation for and attending meetings at school.

www.ppnotts.org.uk

10. Monitoring and Evaluation of SEND

The governing Body will consider annually on the success of the Inclusive Education policy.

The policy will be monitored on a number of levels:

- By the DoL for Additional Needs and SENCo, in consultation with Principal, Head of Campus, and DoLs.
- By the Principal during subject reviews, including progress on identified targets in the academy Improvement Plan and in subjects Self Evaluation Forms (SEFs)
- Via feedback from parents/carers at Parents' Evenings, reports, meetings and Annual Review Meetings.
- Via feedback from students when reviewing progress with tutors and other staff.

Student progress will be the overwhelming evidence criteria of the success of the Inclusive Education Policy and this will be analysed carefully through:

- Achievement of targets
- Attainment and progress in English and Maths from KS2 to 4
- External examination results, including GCSE results and Foundation courses.
- Improvement in reading ages and other standardised test results
- Regular termly review meetings with students and parents/carers

- Movement of students on the IER. This includes adding student's names to the register as this shows the academy is identifying concerns and moving students onto different stages of the register as this indicates monitoring and intervention.
- The progress of students with SEN will be analysed across each Key Stage at termly intervals.

11. Record Keeping

The academy will record the steps to meet students' needs, the SENCo maintaining the records and ensuring access when required. In addition to the usual school records, the SEN student's profile will include:

School information from the primary school

Information from parent/carers

Academy information on progress and behaviour

Up to date IEP and provision map

Minutes on meetings and Annual Review Meetings

Information from outside agencies

SEN records are kept in the SEN office under the responsibility of the SEN Administrator. Specific guidance regarding individual needs is always issued to staff.

12. Links to Support Services

The academy continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our academy.

The main external support agencies used by the Bluecoat Academy include:

Community Educational Psychology Service (CEPS)
The Child and Mental Health Service (CAMHS)
The School Nurse
Speech and Language Therapy (SALT)
Parent Partnership
LA – Autism Team
LA – Learning and Cognition Team
Education Welfare Service
Futures
LA – SEN Team
Community Paediatricians
Social Care

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a student is being closely monitored or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

13. Training

How is SEN Provision funded?

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the academy to provide high quality appropriate support from the whole of its budget.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a notionally prescribed threshold per student per year. The responsible LA, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual student exceeds the notionally prescribed threshold.

Staff training

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The academy seeks the support of the Local Authority Community Education Psychology Service and other specialist teams when a need for specialist training is identified. The Learning Support Faculty and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCo attends relevant national and local courses and facilitates/signposts relevant SEN focused external training opportunities for staff. All teaching assistants are offered training opportunities through a flexible combination of in-house, LA and national training events/agencies around specific cohorts or students working in the academy.

All staff attend SEN INSET presentations as part of the teaching and learning programme e.g. team teach sessions/ Thursday afternoon sessions/whole school INSET

New staff, including support staff, undertake induction on taking up a post and this includes meeting with the SENCo to explain the systems and structures in place around the academy's SEN provision and practice

Staff who teach students with more complex needs are part of a team through which strategy and experience can be shared regularly in order to create consistency in provision and a more personalised response to current need.

Some staff have specific SEN targets as part of their performance management.

14. Access to Extra Curricular Activities

All of our students have equal access to before school, lunchtime, Thursday afternoons and after school enrichment which develop engagement with the wider curriculum. Where necessary we will try to make accommodation and adaptation to meet the physical and learning needs of our students. Subject visits are part of our curriculum and we aim for all students to benefit from them. The academy ensures it has sufficient staff expertise to ensure no child is excluded from a trip or residential because of SEN, disability or medical needs.

Risk assessments are carried out and procedures are put in place to enable all students to participate in all academy activities.

15. Safeguarding

The academy policy on safeguarding is clear. It is inclusive and comprehensive. Please refer to the Safeguarding Policy on the academy website.

The academy is aware that SEN and disabled students are at greater risk of abuse than non-disabled students. This can be due to a number of factors including professionals attitudes and assumptions, a reluctance of staff to challenge carers, dependency of the student on a wide network of carers and adults, communication barriers, factors associated with student impairments, lack of student participation and choice, higher levels of bullying and student isolation. This combination of risk makes the SEND student far more vulnerable to abuse and neglect.

With awareness to this fact, safeguarding professionals in the academy have the expertise to ensure that SEN students receive the same level of protection from harm as non-SEN students.

Staff understand the critical importance of communication with SEN students including recognising that all students can communicate preferences if they are asked in the right way by people who know them well and understand their needs and have the skills to listen to them.

Staff work hard to reinforce the right of SEN students and their families to a thorough assessment of their needs and to services, which safeguard and promote the welfare of children and maximise their independence, including appropriate personal, health and social education.

16. Medical Conditions

The academy recognises that students at the academy with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs and may have a Statement or 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.

Please read the academy's policy for supporting students with medical conditions. This describes the arrangements in place in the academy to support students with medical conditions with respect to recent legislation published by DfE.

17. Accessibility Plan

The academy is committed to being inclusive and accessible to all students. The SEN and Disability Act (2001) placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disable students and to implement their plans. This was further supported by the Equality Act (2010)

The Academy Accessibility Plan can be viewed via the academy website by clicking on the menu, selecting Our Academy and then selecting Academy Policies.

Additionally, students and parents can find relevant information regarding accessibility by reading the 'SEN Information Report'.

18. Complaints

Please refer to the academy general complaints procedure. The normal arrangements for the treatment of complaints at Bluecoat Academy are used for complaints about provision for special educational needs.

Effective relations between school, parents/carers and students should be marked by open communication so that parents/carers and students know where they are in the decision-making process, their knowledge and experience can be used to support good decision-making and they know the reasons why decisions have been made.

We aim to forge positive and supportive relationships with both students and parent/carers in order to work together effectively.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, Director of Additional Needs or designated Senior Leader. They can then look into your concern and give you a response, making clear any action or monitoring of a situation that may be necessary. At this stage, misunderstandings can usually be settled. Everyone benefits from the speedy resolution of a difficulty and from suggestions for improvement.

If no satisfactory solution can be agreed a more senior member of staff will be able to offer advice on formal procedures for complaint if necessary. This process is outlined in the academy's Complaints Procedures document.

Parents/carers can request support from a parental support service. The complaint will be considered by the Principal and Governing Body.

If the complaint is not resolved through the normal school processes, then a disagreement resolution can be contacted.

There are some circumstances, usually for children who have a statement or EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the academy.