



Brompton Academy

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES (SEND) POLICY**

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Reviewed by:	Date:
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	December 2021

Cycle of Review:	Annually
Next Review Date:	December 2022

Students who need additional support at any time during their school career for cognition and learning, communication and interaction, sensory and physical needs or social, emotional, and mental health difficulties are deemed to be students with Special Needs. At Brompton Academy we are committed to providing access for those students with Special Needs to the full range of opportunities we can offer for them to achieve their potential.

Students who need additional support for:

- Cognition and learning
- Communication and interaction
- Sensory needs and/or physical needs
- Social, emotional, and mental health difficulties

are deemed to be students with Special Educational Needs.

The SEND Policy follows the guidelines laid out in the revised Code of Practice and relates to students whose needs can be addressed through the provision of an inclusive learning environment. It also offers support and guidance to staff to enable them to provide this inclusive learning environment.

This policy includes the processes identified to respond to students with SEND and meets the statutory reporting regulations of the SEN Information Report. It complies with section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Equality Act 2010: advice for schools DFE, Feb 2013
- SEND Code of Practice 0-25, 2015
- School Admissions Code of practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations, 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, 2014
- The National Curriculum in England Framework Document, 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards, 2012
- Early Career Framework, 2021

The Academy SEND policy was created by the SENCO with the SEN Governor in liaison with the Senior Leadership Team (SLT). This policy is available to be shared with all staff and parents/carers of students with SEND, which reflects the SEND Code of Practice 0-25 years guidance.

Aims:

- To enable all SEND students to be given the opportunity to fulfil their potential and enhance their self-esteem through their entitlement to a high-quality education within a broad, relevant curriculum including the National Curriculum.
- To share a common vision and understanding, with all stakeholders of an inclusive trust and providing curriculum access for all.
- To educate SEND students as far as possible alongside their peers within the mainstream setting.
- To identify and assess students with SEND as early as possible after joining the school.
- To raise the level of basic skills in SEND students sufficiently to enable them to access the curriculum independently.
- To work towards a multi-disciplinary approach between all agencies concerned to resolving the issues of each student and to involve parents and students in the identification, assessment, and delivery of SEND.
- To offer continuous and appropriate forms of education to meet the needs of each student using available resources in the most efficient manner.
- To raise awareness among our school population of the needs of SEND students, for them to be accepted as valued members of our school community.

To do this, the Academy agrees:

- To provide a Special Educational Needs Co-ordinator (SENCo) who will work to implement the SEND Policy
- To have regard to the guidance provided in the SEND Code of Practice 2014
- To identify and provide for students who have special educational needs and additional needs
- To provide support, advice and training for all staff working with students who have special educational needs
- To provide support, advice and guidance to families with young people who have special educational needs

Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify students' special needs as early as possible. The skills and levels of attainment of all students are assessed on entry, building on information from their previous setting. As part of this process the needs of the whole child/young person will be considered, not just the special educational needs of the child/young person.

The school also recognises that other factors may influence a student's progress and attainment, but do not necessarily mean that the student has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring/tracking across the Academy takes place on a termly basis. This identifies students who are not making expected progress and may include progress in areas other than attainment, such as social skills. In liaison with staff, the SENCo will monitor student progress and take appropriate action.

Graduated Response to SEND Support

Class/subject teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student with special educational needs.

Before special educational provision is made, the SENCo and class teachers will consider all the information about the student's progress, alongside national data, and expectations of progress and in consultation with parents. Medway's banding system for SEN/D is used to aid identification of need within the four categories identified by the Code of Practice 2015 (cognition and learning, speech, language and communication, social emotional and mental health, and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies in order to meet needs. The SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may also be sought.

Assess: If the student continues to face difficulties a more detailed formative assessment, facilitated by the SENCo, may take place.

Plan: Interventions based on the outcome of assessment are planned.

Do: These are delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.

Review: The effectiveness of the intervention will be monitored regularly by the SENCo. Individual student targets will be reviewed as part of the school's cycle of progress monitoring.

If, despite support, students fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place student on the SEND register, in formal consultation with parents.

We will follow the graduated approach above and the SENCo, alongside other professionals will draw upon the following:

- The teacher's assessment and experience of the student
- Their previous progress, attainment, and behaviour
- Other teachers' assessments where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The students own views
- Advice from external support services, if relevant.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Bridging meeting

This occurs termly and is used to discuss the needs of students, which may include their SEN. This meeting will be chaired by the SENCo and will include representatives with knowledge of the curriculum, attendance, pastoral care and SEND. Referrals can be made to this meeting via the SEND referral system. The referrer will be informed of the outcome of the referral and any necessary actions.

In School Review

The In School Review will occur three times a year and will be chaired by the SENCo. Representatives of the Inclusion Team will attend along with representatives of outside agencies working within the Academy, including the Educational Psychologist. Referrals can be made by the Inclusion Team. An agenda will be circulated before the meeting and minutes will be distributed to all relevant bodies following the meeting.

Senior Leadership Team

Senior leaders are allocated to year groups and have responsibility of knowing the SEND of the students. The SENCo and Vice Principal for Inclusion will be jointly responsible for the allocation of in-lesson support.

Managing Students on the SEN Register

Where longer term support is required or students have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEND register. Parents will be regularly notified of any change in SEND status of the student. The SENCo, in consultation with the subject teachers, student and parents will draw up a support agreement.

All interventions are planned and monitored by the SENCo and delivered by staff who have had appropriate training. Records of interventions are kept through individual School Based Plans. The effectiveness of interventions is regularly monitored on a termly basis. Individual student targets are reviewed as part of the school's cycle of progress monitoring.

While the needs of most students will be met from within the Academy's own resources, some students will have a higher level of need. Additional funding to support students is available from the LA High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the student in achieving desired outcomes.

Where a student requires support from a range of agencies in addition to education, or requires education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting that the student is moving to. We will agree with parents and students which information will be shared.

Students requiring access arrangements will be identified as early as possible. Formal testing of students will take place in Year 9. Students will be identified for access arrangements through liaison between the SENCo, subject teachers, exams officer and parents/carers.

The role played by the parents of students with special educational needs.

All parents and carers of students with special educational needs are our partners. They will be supported to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective, staff will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the student's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Consulting children and young people with SEND

The student's views will always be ascertained, but this may not be through direct discussion with the student. Students will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Education Health and Care Plans (EHCP)

Once a student has an EHCP naming Brompton Academy, the Principal of the Academy will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The Academy will ensure that

teachers monitor and review the student's progress during a year. Formal reviews of the EHC plan will take place at least annually. If a student's SEND changes, then the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Supporting Students at school with medical conditions

The Academy recognises that students with medical conditions should be properly supported so that they can 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.

Students who have complex medical conditions are registered on the Academy medical list. All staff are made aware of students with medical conditions.

Some students may also have special educational needs and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2015) is followed.

Promoting social, emotional, and mental well-being:

Students need to feel valued, confident, and secure to make maximum progress in their learning. Brompton Academy is committed to promoting the social, emotional, and mental well-being of our students through a range of personalised strategies. Activities to promote student wellbeing take place on a one-to-one basis or within small groups, as appropriate. Issues ranging from bereavement, anger management, friendship problems, and low self-esteem and under confidence can be addressed through such activities as ELSA, counselling, social skills groups, and breakfast club.

Training and Resources

SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual student. Additional funding is available from the LA high needs block where it can be demonstrated that a student requires a higher level of support.

The training needs of staff, including support staff, are planned, and regularly reviewed, so that all staff are well equipped to meet the needs of the most common barriers to learning. Where students present with more complex difficulties, staff access training and support from outside agencies.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCo to explain the systems and structures in place to support the school's SEND provision and to discuss the needs of individual students.

The SENCo regularly attends the Medway SENCo Forums in order to keep up to date with local and national initiatives.

Roles and Responsibilities of Governors are:

- To ensure that all teachers provide a learning environment where students can reach their potential.
- To identify students with SEND and ensure their support, assessment, and monitoring in order that they gain maximum benefit from the school curriculum.
- To work alongside parents/carers to always ensure their inclusion in the process.
- That the Finance Committee will allocate the funds delegated to the school by Medway Council and government to meet the needs of all students with SEND.
- To ensure the policy is reviewed on an annual basis.

Dealing with complaints

If parents and carers have complaints about the SEN provision within the Academy, they can address these directly with the SENCo or Principal. The Academy is committed to resolving complaints and grievances when they infrequently come up and resolutions are always sought.

The Academy procedure for dealing with complaints can be found on the website within the Academy's complaint policy.

The parents of students with disabilities have the right to make a disability discrimination claim on the first tier SEND tribunal if they believe that the Academy has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Bullying

There is a direct link to the Anti-Bullying and Safeguarding policies to ensure and mitigate the risk of bullying of vulnerable learners as we recognise that SEND students are more at risk.