



The Athelstan Trust

SEND and Learning Difficulties Policy

Date of Review	Approved by	Date of Approval	Next Review Date	Website
May 2019 January 2022	Board	10/2/2022	Feb 2025	Yes

Policy to promote the successful inclusion of students with Special Educational Needs and Disabilities.

The Athelstan Trust is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

Each school within the Trust values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. Each school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

As such, provision for students with SEND is a matter for each school as a whole. All teachers are teachers of students with SEND. The Board of Trustees, the Local Governing bodies, Headteachers, SENCOs and all other members of staff have important responsibilities. Each Local Governing Body reports to parents/carers on the effectiveness of their school's work on behalf of children with SEND through the Access Plan and the Information Report which is updated annually and is available on each school's website. (The Information Report should be read in conjunction with this Policy and Procedures).

1. Definition of Special Educational Needs

- 1.1 "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 him or her" (Section xiii of *SEND Code of Practice, Jan 2015*).
- 1.2 "A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions" (SEND Code of Practice, Jan 2015: xiv)
- 1.3 "Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition" (SEND Code of Practice, Jan 2015: xviii)
- 1.4 Students will 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.



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1.5 Definition of Special Educational Provision

- “For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools” (SEND Code of Practice, Jan 2015: xv)

2. Objectives of the SEND and Learning Difficulties policy

Specific objectives of our SEND and Learning Difficulties policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities can join in with all the activities of each school within the Trust.
- To ensure that all learners make the best possible progress.
- To ensure that parents/carers are informed of their child’s special needs and that there is effective communication between each school and parents/carers.
- To ensure that learners have the opportunity to express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

3. Admission Arrangements

3.1 Each Headteacher is responsible for the admission arrangements which do not discriminate against students with special educational needs or disabilities.

3.2 Parents and carers seeking the admission of a student with mobility difficulties are advised to approach the appropriate school well in advance so that consultations can take place. Each school has an Accessibility Strategy.

4. Review of the SEND and Learning Difficulties Policy

4.1 The success of each school’s SEND and Learning Difficulties policy will be judged against the objectives above.

4.2 The annual report to each school’s Local Governors will detail the implementation of the policy and the effectiveness of the provision made for the students.



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Philosophy

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- To plan an effective curriculum to meet the needs of children with special educational needs such as in our provision map with specific, measurable, achievable, realistic and time related targets, as appropriate.
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in the school's Provision Map.
- To work in close partnership with, and involve, parents/carers of children who have special educational needs and or disabilities.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, other trust schools with outside agencies to support the needs and provision for children who have special educational needs (SEND).

Roles of Staff

Subject teachers

- Ensure they are aware of all students they teach who are on the SEND provision map and plan accordingly with high quality teaching, differentiated for individual students as appropriate.
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students.
- Collaborate with the SENDCO to decide the action required to assist the students to progress within school alongside national data and expectations of progress.
- Working with the SENDCO to collect all available information on each student to include, as appropriate, high quality and accurate formative assessment.
- In collaboration with the SENDCO, feedback information for statutory and other reviews on a timely basis within the set deadlines.
- Develop effective relationships with parents, and feedback, as and when appropriate relevant details of intervention and support.
- Ensure Teaching Assistants are used effectively in the classroom providing them with appropriate resources and guidance to support identified students to make evidenced progress.
- Deliver a differentiated curriculum to ensure all students' needs are met.



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Pastoral Teams/Pastoral Support Assistants (PSA)

- Tutors/PSAs, liaise with the SENDCO to ensure that students' social, emotional and mental, and academic welfare is catered for.
- Liaise with SENDCO to provide a multi-agency approach to pastoral care.
- Work closely with the SENDCO to develop appropriate support packages and documentation for students.
- Ensure the information on new students is communicated to the SENDCO and that Pastoral Support Plans and Individual Behaviour Plans are issued to the SENDCO after each review.
- Use the Wiltshire Indicators and Provision Document (WIPD) to support students with Social Emotional and Mental Health Difficulties (SEMH)) to provide a consistent approach to pastoral care.
- Work in collaboration with the SENDCO to develop the use of a Common Assessment Framework (CAF) form to support the individual students' needs and where necessary act as the lead professional.

Heads of Faculty and Heads of Department

- Have an overview of students with SEND, their subject-specific needs and the support provision made in their areas. There should be timetable regular review and feedback opportunities at link meetings to share assessment and progress of all students.
- Information regarding identified SEND students from link meetings to be shared with SENDCO at regular intervals.
- Ensure differentiation of work is evident in lessons and in schemes of work.
- Monitor classroom practice to ensure all identified SEND students are included and catered for.
- Monitor and evaluate the effectiveness of the work of Learning Support through classroom support and withdrawal.
- Take responsibility for the sharing of information on SEND students to all faculty members.
- Liaise with the Learning Support Team to share information regarding identified students.

Leadership Team Link

- Line manage the SENDCO.
- Monitor, review and evaluate policy and practice with the SENDCO.
- Monitor, review and evaluate Learning Support development plans and departmental SEF.
- Carry out internal Appraisal of the SENDCO.



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The Governing Body

The Governing body and Local Authority (LA) must cooperate with each other in the development and review of the Local Offer. The school must publish information about the arrangements for the admission of students with disabilities, the steps taken to prevent less favourable treatment than others, the facilities provided to assist access of disabled students and the school's accessibility plan. The Governing body should publish the SEND policy on the school's website. The policy should be reviewed regularly. A LA must consult the governing body and consider any response carefully before deciding whether to name the school on the child's EHCP. If another authority maintains the school, they must also be consulted.

- Ensures that a designated SEND governor is agreed.
- Oversees planning to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that where the 'responsible person' – the Headteacher or the designated SEND governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practicable and compatible with the individual needs and efficient education of other students.
- Have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) when carrying out its duties toward all children with special educational needs.
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus.
- Include the name of the person responsible for coordinating SEND provision in the school.
- Are fully involved in developing and monitoring the school's SEND policy to include, as appropriate regular meetings with the SENDCO.
- Are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Ensure SEND provision is an integral part of the school's self-evaluation process.
- Establish and name a link SEND Governor and formalise regular meetings with the SENDCO to review provision and progress of identified students.
- Ensure the quality of SEND provision is continually monitored.



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Nominated SENDCO

The SENDCO has an important role to play with the head teacher and governing body in determining the strategic development of the school's SEND policy and provision in school. The SENDCO is line managed by the LT Learning Support Link. Our Nominated SENDCO is Mr Iestyn Morris, a qualified teacher, who is responsible for co-ordinating the provision of special educational needs throughout the school. The school should ensure that the SENDCO has sufficient time and resources to carry out the duties listed below, to include sufficient administrative support, as appropriate, and time away from teaching. This will involve:

- Day to day responsibility for the operation of the SEND policy and coordination of specific provision for identified students with SEND.
- Providing professional advice, guidance and support to staff, liaising with them and assisting them in implementing, where necessary, recommendations from professional agencies and/or the Provision Map.
- The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high quality teaching
- Coordination of provision for those students identified as SEND, advising and supporting staff on a graduated approach to SEN support,
- Lead drop ins, work scrutiny and learning walks to monitor effectiveness of SEND provision and individual student progress. Feedback to staff and Heads of Faculty
- Support staff to assist in identifying, assessing and planning for students' needs and ensuring that identified students make progress.
- Overseeing and maintaining specific resources for special educational needs.
- Providing a key point of contact with external agencies, especially the local authority and its support services and other outside agencies as appropriate.
- Liaising with potential next providers of education to ensure a smooth transition and sharing of relevant information in a timely fashion.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the designated responsible person.
- Link, at regular intervals, with the designated SEND Governor to share information.
- Co-ordinating, monitoring and reviewing the range of support available to children with special educational needs.
- Supporting the class teacher, as appropriate to liaise with parents/carers of children with special educational needs.
- Line manage the support body and lead faculty appraisals
- Manage statutory meetings, feeding back information to relevant parties in a timely fashion.



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- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements

School Responsibilities and Student Entitlement

Admission Arrangements

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. Reasonable adjustments should be made as well as wider duties to prevent discrimination, to promote quality of opportunity and to foster good relations.

Normal admission arrangements apply. Our admissions policy is based on the Code of Practice (2014). We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. Should a parent wish to have a main stream provision for a child with a statement of special educational needs (Education and Health Care Plan) the school will provide a place unless this is incompatible with the efficient education of other students.

Disabled Access

The school is an open access site; however there is not access to all floors of the main building. There is disabled access to all areas of the school site except the first and second floors of Main Block and some Humanities rooms in Willis Block. In light of this, students' timetables can be adjusted in order to meet their needs and to make use of the ground floor facilities as appropriate and as directed. There are wheelchair access toilets in Main Block (ground floor), the Pavilion and new Science Block. There is also disabled access to the new sports hall, food and textiles block. The school has been assessed by PASSIS for the entry of a student with cerebral palsy and alterations under an LA contract have been made to accommodate the movement of students around the site.

Curriculum Entitlement

All students are entitled to access the full broad and balanced curriculum where practicable and compatible with individual needs and efficient education of other students. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever the prior attainment. It is recognised that differentiation of the curriculum, a variety of teaching styles and acknowledgement of different learning styles is fundamental if all students are to be ensured equal access to the full curriculum. Teachers should use appropriate assessment to set targets that are deliberately ambitious, and lessons planned to address potential areas of difficulty to remove barriers to achievement. Courses with alternative accreditation are used where appropriate, depending on the needs of individual students. Specific needs are met by a combination of in class support and withdrawal depending on need. The SENDCO advises colleagues on teaching methods, resources and student groupings in order to include all students in a learning environment.



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Allocation of Resources

Most of the resources used by children having special educational needs are available within the classroom. Support and intervention is timetabled according to identified need and is outcome focussed.

The allocation of staffing and resources are prioritised as:

- Those students with Statements of Educational Needs (Education and Health Care Plan) who have a stated entitlement of provision or students with ELP funding.
- Those students listed on the SEND Provision Map. These students may require a tailored intervention package.

SEN In Service Training (INSET)

Training needs are identified through internal audits and staff appraisal. Learning Support staff are encouraged to develop further their interests and specialist skills and have the access and opportunity to develop their skills through training opportunities. A range of outside agencies who work with SEND students are invited in regularly to train and update the knowledge of the Learning Support Team so they can support the needs of students effectively. We also access training from the other MAT schools and our ASC Advisory Specialist.

Integration

The school considers it to be socially, educationally and emotionally desirable that students should be educated alongside their peers where practicable. However occasional withdrawal support may be appropriate for some students. This support will be reviewed regularly using standardised testing, advice from appropriate professionals and Learning Support internal judgement.

Transition Arrangements

Primary Liaison

The SENDCO will lead and manage liaison with feeder primary schools in Year 5 to look at access and opportunity for statemented students and the SENDCO will attend these students' Annual Reviews. Primary liaison takes place throughout Year 6 in order to identify students and assess their needs. For some students an extended induction programme will take place in order to facilitate inclusion in Year 7. The Head of Key Stage 3 liaises with the Learning Support Team, compiling information based on formal and informal primary liaison meetings, as well as visits with parents, children and junior school colleagues. All Year 6 students take part in an induction programme, when literacy testing is used to inform Learning Support priorities on entry. Results of testing information are shared with colleagues.

Sixth Form and College Liaison

There is a complete school programme of information meetings for groups and individual students to provide information on courses and programmes. The school meets authority deadlines on completion of statutory review meetings for students in KS4, inviting representation from selected colleges as appropriate. Relevant information is shared, as appropriate with the local authority and college provider. Individual transfer arrangements are made for exceptional needs. Identified students with a statement of special educational needs (EHCP), those on the SEND register may have a comprehensive Key Stage 4 to Key Stage 5 transition plan in place.



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Curriculum

National Curriculum Access Arrangements

As a general rule the school will not disapply students from the National Curriculum. However, in certain circumstances individual students will have a tailored curriculum developed in order to meet the complexity of need. This will be communicated to parents.

Access Arrangements for Tests and Public Examinations

Following published criteria for General Certificates of Secondary Education (GCSEs) and any other relevant public examination, the school, in conjunction with relevant outside professionals, will apply for certain students to have special access arrangements. This may include extra time, amanuenses (scribe), readers, transcription or artificial aids as appropriate. Parents and students are informed of the arrangements in place for their child at Bradon Forest School.

Identification, Assessment, Monitoring and Review

The SENDCO aims to identify and be actively concerned with the educational needs of students across the ability and age range. SEND are identified through initial screening at Year 6 induction, through standardised and diagnostic tests, regularly reviewed at 6 monthly intervals. All Key Stage 3 sit Cognitive Ability Tests (CATs), which are used as indicators to predict future performance and potential. Students withdrawn from mainstream lessons have six monthly reviews. Through weekly Learning Support meetings individual students can be monitored closely. Records are kept by the Learning Support Department on the computer system and hard copies in individual student files as appropriate.

SEND Provision Map

A provision map of students with additional needs is maintained on the T-drive and accessible on for all staff. The Provision Map gives detailed, relevant and up to date information on identified students. External agencies receive information as requested and required. Parents are informed through meeting and reports during the year and when requested.

Available support

Effective, outcome based support for students and staff has a high priority. Available flexible support strategies include:

- In class support for identified students.
- In class support for general support in certain sets.
- In class support by a specialist teacher or teaching assistant.
- At the instigation of the teacher, small group work for specific purposes.
- Withdrawal of students for specific purposes.
- Work with and for individual students. Peer mentoring.
- Lunchtime or before or after school work with groups or individuals.
- Support and advice from external agencies.



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Parents/Carers/Students as Partners

Parents and carers are important partners in the effective working relationship with the school in raising their children's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents and carers' contribution to their children's education is valued highly by the staff of the school. Parents and carers are encouraged to involve their children in the decision-making processes, including the recording of children's views and implementing and reviewing elements as appropriate. The school will also update parents and carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible and practicable, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young people, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Complaints Procedure

In the first instance, parents and carers with complaints concerning provision for students with Additional Needs should be directed towards the SENDCO. If the complaint is not resolved to the satisfaction of either, then it should be directed towards the Headteacher. Beyond this the parents should use the Complaints Policy to direct their concerns to the Governing Body. The complaint will be dealt with in line with the policy and the 'responsible person' on the Governing Body will be involved. Complaints concerning a statement of SEND should be addressed to the home authority if unresolved at the statutory annual review meeting.

Learning Support Development Plan

The Learning Support Department contributes to the school development plan annually. Development targets are generated, reviewed and adapted to meet the needs of our students and to complement the leadership vision of the school.

Review of the Procedure

These procedures will be reviewed in 2025, or in response to changes in legislation or Local Authority policy.