

# Special Educational Needs and Disabilities Policy

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# **Special Educational Needs and Disabilities Policy**

## **1. Introduction**

Bolder Academy is fully inclusive and provides support to ensure that children and young people who have Special Educational Needs and/or Disabilities (SEND) can access a high-quality, ambitious education that is responsive to their individual needs.

## **2. Special Educational Needs at Bolder Academy**

The types of provision provided by Bolder Academy will vary, depending upon the complexity and severity of the needs of the student. The four main areas of need are:

- Cognition and Learning, including Moderate and Specific Learning Difficulties.
- Social, emotional or mental health.
- Communication and Interaction.
- Sensory and/or Physical Needs.

At Bolder Academy, we will ensure that we meet the needs of students through the provision we have available and the advice and support of other specialist professionals and practitioners, as well as ensuring that we have the resources available.

We aim to support students with Special Educational Needs and/or Disabilities in the mainstream classroom through quality first teaching so that they can access the curriculum and content of lessons and can produce work at a level that is indicative of their cognitive skills.

Sometimes the nature of a Special Educational Need is so complex, that we may offer a personalised or alternative curriculum for a time specific period to help a student to succeed. This will include a balance of core subjects with some additional subjects but inevitably with increased levels of supported study which will enable students to make progress in nationally recognised qualifications or life skills.

Behavioural needs do not automatically lead to identification of a Special Educational Need.

Children must not be regarded as having Special Educational Needs solely because the language spoken at home is different to the language in which they are being taught.

The Accessibility Plan will detail how the needs of students with disabilities will be met. More information about the SEND Code of practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **3. The Key Principles of Inclusion and Special Educational Needs and/or Disabilities at Bolder Academy**

We recognise that inclusion and supporting SEND students is about:

- A process (reviewed using the 'graduated approach'), not a fixed point to be reached.
- Recognising the rights of the child and social justice and equality of opportunity.
- Valuing each of our learners as an individual.
- Removing the barriers to learning and increasing student participation.
- Enabling all of our learners to be part of our whole Academy including enrichment, Being Bold and trips.
- Giving every child a sense of belonging to the Academy.
- Recognising that all children have equal and unique gifts to offer.

### **4. Inclusion and Quality First Teaching**

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND Code of Practice, 2014). Our aim is to adapt and differentiate our teaching in order to be responsive to the range of individual children's learning needs so that they can progress within the curriculum (including emotional and social development).

The subject teacher will ensure that they plan for and prepare, suitable learning resources to meet the needs of all of students. The learning environment is the responsibility of all teachers and teaching assistants. The SEND Register and Provision Map are resources that are used by staff to gain insight into the learning needs of students. It shows the range of needs that must be catered for.

Staff also have access to other information regarding students to help inform their planning and matching work to needs. This also includes:

- Looked After Children.
- Traveller Children.
- Students with Complex Learning Needs.
- Students from Armed Forces Families.
- Free School Meals.

- Students who have English as an Additional Language.
- Students who are Low or High Prior Attainers.

Students who have an Education Health and Care Plan or those students who have been identified as SEN School Support will have an Individual Learning Plan. This will outline the student's needs and provide strategies to support these.

We may support students' learning through the arrangement of teacher-student groupings, tutoring, mentoring, peer mentoring, small group teaching, use of ICT software and, where appropriate, the involvement of Teaching Assistants. The subject teacher will remain responsible for working with the student on a daily basis.

Students with special educational needs are assessed and identified by the following methods:

- Transition information from the previous school.
- Information from the student's Education Health and Care Plan.
- Internal assessment information.
- Recommendations from external professionals such as an Educational Psychologist or Speech and Language Therapist

Where assessments have identified that a student may have additional needs, Academy staff will follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of a student's needs and how to address them. This is known as the 'graduated approach'. Where further support is required, we ensure that provision is then co-ordinated by the SENCO/ Assistant SENCO, according to the level of the student's learning needs.

### **All teachers are expected to:**

- Adapt/Differentiate resources, as well as the structure and delivery of their lessons to meet the student's needs.
- Use performance data and formative assessment for planning purposes.
- Provide additional support to enable the student to access the curriculum.
- Track the student's performance in their subject and through each key stage, to monitor progress and identify any needs.
- Complete a referral to the SENCO if additional support is needed.
- Review the SEND Register once a half term to highlight any growing needs, contribute to students' targets and make appropriate adjustments in their provision.
- Communicate with parents/carers to provide feedback about how their child is progressing.

## **The SENCO/Assistant SENCO will:**

- Analyse progress to provide information for teaching staff, the Headteacher and Governors.
- Analyse the reading performance of each year group, to identify any student with a deficit.
- Disseminate SEND information to all relevant school staff including subject teachers and Teaching Assistants.
- Provide a range of support groups or interventions for students' specific learning needs.
- Assess the students for special arrangements during examinations, using a range of cognitive and skills-based tests.
- Inform parents/carers if their child is School Support and provide clear guidance on how they can support their child at home.
- Co-ordinate the Individual Learning Plans and Education Health and Care Plan Annual Review meetings.
- Provide training for staff as appropriate.

## **5. Preventing Radicalisation and Extremism**

Bolder Academy recognises that there is also a need to support students who may be vulnerable to radicalisation or extremism. Where staff are concerned that a child or young person is developing extremist views or showing signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

Bolder Academy will make suitable provision for the students who attend our Academy.

## **6. Special Educational Needs Resource Centre**

Information about the SEN Resource Centre will be provided following further discussions with the LB Hounslow. It is still in the early planning stages and is yet to open.

## **7. The Local Offer**

The SEND Local Offer is a resource designed to support children and young people with Special Educational Needs and/or Disabilities and their families. It provides clear, accessible and up-to-date information about the available provision and how to access it. It directly involves young people with SEND and their parents and service providers in its development and review

[SEND Local Offer | London Borough of Hounslow](#)

## **8. Complaints Procedure**

If a parent / carer is unhappy about the arrangements made to meet the SEND of their child they should in the first instance discuss the matter with the SENDCo. The Deputy Headteacher will address secondary complaints. The school will look into the matter in a reasonable period of time, in line with the Governors' arrangements for consideration of complaints.

