

# Special Educational Needs and Disabilities Policy

**Bolder Academy**

390 London Road, Isleworth, Middlesex TW7 5AJ  
Registered in England and Wales No: 08932893  
Special Educational Needs and Disabilities Policy V1

<b>This policy is called:</b>	<b>Special Educational Needs and Disabilities Policy</b>
<b>It applies to:</b>	All staff at Bolder Academy
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## **1. Introduction**

Bolder Academy provides support to ensure that children and young people who have special educational needs and/or disabilities (SEND) can access an education which is inclusive and responsive to their individual needs.

## **2. SEND at Bolder Academy**

The type 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 centred on:

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

Behavioural needs do not automatically lead to identification of a special educational need.

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 and ensuring that we have the resources available.

The Accessibility Plan will detail how the needs of students with disabilities will be met.

Our main aim is to support the SEND students in the mainstream curriculum, so that they can access the content of the lessons and can produce work, at a level, that is indicative of their cognitive skills.

Sometimes the nature of a SEND difficulty is so complex, that we may have to offer a reduced curriculum or an alternative curriculum for them to succeed. This will include a balance of core subjects with some optional subjects but inevitably with increased levels of supported study which will enable students to make progress in nationally recognised qualifications and life skills.

## **3. The Key Principles of Inclusion and SEND at Bolder Academy**

We recognise that Inclusion and supporting SEND students is about:

- A process (reviewed using the 'graduated response'), not a fixed point to be reached.

- About the rights of the child and social justice and equality of opportunity.
- Valuing each child as an individual, not just tolerating them.
- Removing the barriers to learning and increasing their participation.
- Enabling them to be part of our whole Academy including enrichment, after school clubs and trips.
- Giving them a sense of belonging to the Academy.
- Recognising that all children have equal and unique gifts to offer.

#### **4. Inclusion and SEND in the Classroom**

Inclusion and SEND in the classroom involves valuing all the students and staff. We do this by increasing the participation of students in, and reducing their exclusion from, the culture, curriculum and community that is, Bolder Academy.

The learning environment is the responsibility of all teachers and teaching assistant and they cater for all students, in their lessons.

The subject teacher makes sure that they plan for, and prepare, suitable learning resources to meet the needs of all of the students.

The SEND Register is a resource on the Academy's Information Management System and is used by the teachers and teaching assistants to gain insight into the learning needs of students. It shows the range of categories that must be provided for, within the Academy environment:

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

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 Most Able.

Students with Special Educational Needs who have an Educational Health Care Plan or who identified as being School Support have an Individual Educational Support Plan.

The Individual Education Support Plan outlines the student's individual needs and shows performance data: academic achievements; cognitive capabilities; learning strengths, whilst also identifying their needs.

Staff offer a range of strategies that can be used in the classroom environment, thereby offering some consistency in our management of the students with special needs.

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

- Transition information from the receiving school.
- Information from the EHCP.
- Assessments information.
- Educational Psychologist Assessment and Report.
- Speech and Language Therapist Assessment.

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

All teachers are expected to:

- Use the performance data and information for planning purposes.
- Differentiate the structure, delivery and resources for their lessons.
- Provide additional support to meet the student's needs.
- 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 SENDCo if additional support is needed.
- Review the SEN Register once a half term to highlight any growing needs and make appropriate adjustments in their provision.
- Communicate with parents/carers regarding how their child is progressing.

The SENDCo 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 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 if their child is School Support and provide clear guidance on how they can support their child at home.
- Coordinate the IEPs and EHCP reviews.
- 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 children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

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

## **6. SEN Resource Centre**

Information about the SEN Resource Centre will be provided following further discussions with the LB Hounslow.

## **Appendix 1 – The National Context and Legislation**

The national requirements introduced by The Children and Families Act 2014 are followed by Bolder Academy.

The Children and Families Act is wide-ranging, but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND).

The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community.

The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced statutory plans called an Education Health and Care Plan (EHCP) which replaces Statements of SEN.

The Act also introduced a single pre-statutory stage called 'SEN Support' and this is relevant at all age levels and educational settings.

Academies and Governing Boards have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing challenges with learning.

At Bolder Academy, we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'.

Many children and young people who have special educational needs may also have a disability.

The Equality Act 2010 defines disability as '...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'.

In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments.

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Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.

If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care plan (EHCP).

Some of children and young people however, with long term health conditions, should have a Health Plan which addresses their safety, health and wellbeing whilst in the Academy setting. The Department for Education (DfE) has published guidance, 'Supporting students at Schools with medical conditions'.

