



Co-op Academy
Belle Vue

SEND & Inclusion

September 2021

Rationale

Co-op Academy Belle Vue recognises that students have individual educational needs that should be recognised. The academy seeks to raise achievement, remove barriers to learning and to increase physical and curricular access for all.

All pupils with special educational needs and a disability (SEND) are valued and respected as equal members of the academy. As such, provision for students with SEND is a matter for the academy as a whole. Every teacher is a teacher of every student including those with SEND. We recognise that some students with SEND may require extra resources over and beyond a quality first teaching environment where teachers differentiate for the needs of students with SEND.

Responsibility for SEND

The Special Needs Co-ordinator (SENCo), is responsible for

- the strategic direction of SEND provision to ensure all SEND students receive their full educational entitlement and have access to the whole curriculum.
- the overall monitoring of the delivery of SEND provision to ensure it's quality and impact.
- Coordinating the team of teaching assistants who support SEND students;
- Supporting whole school professional development
- Liaising with the Finance Director regarding management of the SEND budget.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Liaising with parents of pupils with SEN
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

The SENCo reports directly to the Head of School. The SENCo has completed the National Award for SEN Coordination.

Definition of SEND

A student has special education needs if they have a learning difficulty which calls for special educational provision to be made for them.

A student has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of students of the same age; or
- have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in the academy

Disability

A person is disabled if they have a physical or mental difficulty which has a substantial or long term effect on their ability to carry out ordinary day to day activities (*SEN & Disability Act 2001*).

When appropriate, the SENCo completes a risk assessment and evacuation plan in collaboration with the student, parent/carers, and other relevant professionals to ensure a student with physical needs can access all areas of the academy and evacuate safely.

Broad areas of SEND

Students at the academy may have SEND as a result of one or more of the following needs:

- Speech, Language, Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and or physical

Behaviour difficulties do not necessarily mean that a student has special educational needs. However, where consistent disruptive or withdrawn behaviour, or a noticeable change in behaviour is observed, this could be an indication of unmet SEN and assessments will be carried out to determine whether there are any causal factors. If it is thought that these may be due to housing or family circumstances then an Early Help Assessment may be deemed appropriate.

English as an Additional language and SEN

Where there is cause for concern over the progress of a student with EAL, there is careful consideration by subject teachers and specialist EAL staff to determine whether the lack of progress is due to limitations in the student's command of English or if it arises from a special educational need or both. An assessment in the student's first language may be requested.

Aims of the SEND Policy

The aims of the SEND policy is to help create an inclusive and caring community providing opportunities for all its students, including those with SEN, to:

- develop the academy values of fairness, ambition and respect · follow a broad, balanced relevant curriculum with quality first teaching and differentiation to take into account the needs of students with SEN · demonstrate their full potential, recognising their strengths and weaknesses · fully participate in all academy activities
- meet their physical, emotional and intellectual needs
- offer equal opportunities
- become independent learners
- be involved in decision making

Objectives of the Academy's Provision for Students with SEND

- to identify and provide for students who have a special educational need or disability
- to work within the guidance in the revised Code of Practice
- to provide support and advice for all staff working with SEND students
- to develop and maintain partnership and engagement with parents · to put students at the centre of decision making

Identification of SEN

A student is identified as having a special educational need only if, despite quality first teaching and differentiation for individual students, the student still does not make adequate progress and so needs support or resources different from or additional to that provided by the subject teachers. Some students may require some short term 'catch-up literacy or numeracy' which puts them back on track with their peers and in this case these students would not be recorded as having SEN.

All students identified as having a special educational need or disability are recorded on the SEND register.

Co-Production

Co-op Academy in it's quest to provision is co-students, parents/ professionals. It is and effective produced through agreement with all



Belle Vue is committed ensure that all SEND produced with carers and other our belief that quality provision is only collaboration and stakeholders.

The Graduated

The academy uses a graduated approach to address the needs of its SEN students which takes the form of a four part cycle 'assess –plan-do –review'

Approach

Assess

Students are assessed on entry to the academy using CAT4 and NGRT tests. A variety of assessments are used to screen all students and further assessments may be used if deemed necessary. The academy also takes account of transfer information from primary schools and parental/carer comments.

To assess why a student is not making adequate progress during the academic year, and to identify the barriers to learning, the following are taken into consideration: teacher assessments; attainment data; attendance; student and parent views; advice and assessments from external support services if necessary such as the Educational Psychologist.

Plan

An evidence-based intervention is planned for the student after consultation with Parents, a member of the SEND Team (SENCo and/or the TAs) and the student. This evidence may come from internal assessments or from specialist external assessments commissioned by the SENDCO in order to try to identify unmet needs.

The teacher remains responsible and accountable for the student's progress. Parents are informed if their child is to receive any additional support for their SEND needs.

Do

Provisions and interventions are carefully timetabled to ensure that students still access a broad and balanced curriculum. This may mean that interventions are scheduled within form time, electives or alongside a curriculum area that the intervention will eventually support.

Review

Provisions will be reviewed at least termly for impact. Parents will be informed of any changes to the interventions as a result of any reviews. Teaching staff may form part of this review process however that decision will be made on a case by case basis.

Student Passports - Student Support

The SENDCo will write passports for students with more complex needs. These state the student's needs, triggers and strategies to help and are informed through a conversation with the student. This information about the student is shared with the student's teachers and at review meetings with parents/carers.

The purpose of any document produced by the SENDCo is to reduce barriers to learning by providing strategies to be used by teaching staff to allow the learner to access Quality First Teaching. Adaptations will be bespoke to the learner and may include recommendations from external professionals such as Educational Psychology and/or Speech and Language.

Passports are reviewed frequently.

Student Passports - EHC Plans

For a student with an Education **Health Care** Plan, teachers, the SENCo together with the student and parent/carer will agree on the strategies and expected outcomes through the Annual Review schedule. The student's wishes and feelings will be central to this process.

Teachers and Inclusion staff will monitor the student's progress towards meeting the agreed outcomes.

EHC plans are co-produced with the family and are outcomes focussed. If the academy needs extra resources to meet the expected outcomes then 'top-up' funding is applied for. EHC plans are reviewed via the Annual Review process.

Access to the curriculum

All students have an entitlement to a broad, balanced and relevant curriculum. All students with SEND are taught with their peers in mainstream classes by subject teachers and study the appropriate curriculum. The Academy aims to offer a greater range of options from Year 9 for students with SEND.

Staff strive to ensure equal access to all extra curricular activities and electives for all students, including making reasonable adjustments for those with physical disabilities.

Access Arrangements for Examinations

Teachers notify the SENCo if they think a student may be entitled to special access arrangements in lessons and exams e.g. a student with reading difficulties may qualify to have a reader, with poor handwriting – a scribe or use of a laptop. Other access arrangements include having extra time, supervised rest breaks and a prompter.

The SENCo is responsible for assessing whether the Access Arrangement is applicable and

then making the applications. All staff must ensure these arrangements become the student's normal way of working in lessons

Accessibility around the academy

The Co-operative Academy Belle Vue is a fully accessible building. It is a ground level floor which can be exited without the use of a lift or stairs.

The business hours of the Academy are: Monday – Friday 07-30 to 17-00 in term time.

The holiday opening times of the Academy are: Monday – Friday 08-00 to 15-00. The academy grounds are enclosed within a perimeter fence, all access to the site is controlled by a secure electronic access system that is only accessible with an access code or with the reception desk permission.

There is access for emergency service vehicles at the front of the building and a member of staff will always meet any requested emergency service at this point.

In case of emergency we have a practiced evacuation procedure that enables all its occupants to leave the building and make their way to a designated assembly area away from the academy buildings, so that checks can be made to account for everyone on site.

At the Co-operative Academy, all staff are responsible for directing all occupants out of the building and check that the area that they hold responsibility for is clear in the case of an emergency.

We have fire drills on a regular basis and test the fire alarm weekly.

There are clear evacuation instructions available for all to read which is also easily visually understood on all floors throughout both buildings for anyone with any reading difficulty, all fire exits are clearly marked on these instructions and the evacuation routes are clearly marked.

All doors throughout the Academy are wheelchair accessible and a disabled toilet is available.

Admissions Arrangements

The member of staff leading on the admission will liaise with the SENDCo if relevant information is shared regarding the SEND needs of a learner.

Flexible transition may be agreed to allow for a more supportive integration into Belle Vue life.

Transition arrangements

The SENCo and Y7 Year Leader visit all the feeder primary schools and collect information on all the Year 6 students intending to come to this academy, including any student identified as having SEND. The students with SEND and their parents/carers are invited in to get to know the Academy prior to starting Y7. Where possible, SEND Team staff make additional visits to primary schools with high need SEND students and attend Pre-Transfer Annual Review Meetings of the Year 6 students with EHC Plans.

The SENCo sends information to colleges regarding the SEND students, as requested.

CPD

All staff are involved in regular and on-going in-service training for SEND. New staff receive an induction one to one with the SENCo.

Teachers and teaching assistants receive training on SEND as appropriate from specialist schools, schools in the local area and from external agencies.

Liaison with External Agencies

Referrals are made to the School Nurse, CAMHS, Educational Psychology Service, Specific Learning Difficulties consultant, Speech and Language Therapist etc when further assessments are required. To trigger support for families a referral for an Early Help Assessment is made if appropriate.

Monitoring, Evaluation and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Appendices

Appendix 1 Fire Strategy
<link here>