



**Cabot**  
Learning  
Federation



## Special Education Needs & Disability (SEND) Policy

---

Version 7.0    April 2022  
Review Date    April 2023

**History of most recent Policy changes**

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Dec 2016		Whole document	Creation of new policy following review of existing policies
Feb 2018		Whole document	Review of policy and process
Nov 2018		No changes made	Transferred policy onto new template.
July 2019		Change of Senco name	Change of Senco
Dec 2019		Change of external provisions names and updated links	Review of policy
Mar 2021		Whole document	Review of policy and process
April 2022		Change of external provisions names and updated links	Review of policy

## Contents

History of most recent Policy changes.....	2
Contents.....	3
1 Introductory Statement.....	4
2 Aims & Objectives of this policy.....	4/5
3 SEND Inclusion Statement.....	7/8
4 Roles & Responsibilities.....	8/11
5 Links with other services.....	11

## 1 Introduction

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

It has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- \* The Children and Families Act (2014): Section 69
- \* The Special Educational Needs and Disability Regulations 2014
- \* The 0-25 Special Educational Needs and Disability Code of Practice.
- \* Ofsted Section 5 Inspection Framework April 2014
- \* Ofsted SEND Review 2010 "A Statement is not enough"
- \* Equality Act 2010

### Aims of this policy

*"...opportunities must be provided for everyone to be included and to achieve. The strength of the connection between these two concepts is paramount. Thus, the inclusion of a child in a school has little meaning unless s/he also experiences achievement, and that child is unlikely to achieve unless they are included, which in turn necessitates their full participation." (Florian 2008)*

At Bristol Metropolitan Academy our aim is for all students, including those who experience special educational needs or disabilities, to be afforded high-quality learning provision that will nurture their sense of self, develop the skills required to be independent, considerate, and resilient contributors to their community, and support them to attain positive outcomes that provide life-long choices and empower self-efficacy.

Within the SEND Code 2015, SEN is defined as the following:

*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.*

*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*

Barriers to a young person's learning and development that can be found at Bristol Metropolitan Academy often fall under the four recognised areas of need in the SEND code

and include: difficulties with communication and social interaction; cognitive and learning differences; physical needs and disadvantage; and emotional developmental and mental health difficulties.

Bristol Metropolitan Academy will endeavor to achieve the best possible outcomes for all young people (including those who are deemed to be vulnerable) and will maximize their opportunities for inclusion and promote equality of opportunity for all.

**Bristol Metropolitan Academy we have the following objectives:**

- **Identify the needs of students with SEN.**

Staff will gather information from feeder schools and liaise with parents, education, health and care services prior to the young person's entry into the Academy.

Where needs have not been previously identified, teaching and pastoral or support staff have an obligation to report observations to the SEND leadership team.

- **Monitor the progress of all students, especially those registered as SEND to ensure progress for all students.**

Continuous monitoring of young people registered as SEND, by their individual teachers, pastoral teams and the SEND leadership team will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure students registered as SEND have full access to the National Curriculum and wider Academy life.**

This is coordinated by the pastoral staff and SEND leadership teams which includes the SENDCo. It will be monitored and regularly reviewed in order to ensure that individual outcomes can be met and all young people's needs are catered for.

- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.**

This includes creating opportunities for parents to contact SEND Department and pastoral team at whole school parent evenings. It also includes supporting parents to understand SEND procedures and practices and ensure the Academy is providing regular feedback on their child's academic progress.

- **Work with and in support of outside agencies when the students' needs cannot be met by the Academy alone.**

Bristol Metropolitan Academy receives further support from Aspen Educational Psychology Service, The School Nurse and Local Health Partnership, Child and Adolescent Mental Health

Services (CAMHS), The Bristol Autism Team (BAT) and has access to a range of specialist expertise within the CLF.

- **Create a school environment where students can contribute to their own learning by being given the opportunity to voice their own opinions.**

This is achieved by encouraging positive relationships with staff in the academy and carefully monitoring the progress of all students at regular intervals. Student participation is promoted across the Academy within the security of Learning Family (tutor group). The Learning Family helps to build a sense of belonging, respect and value. Pride in community and team spirit is also encouraged through wider opportunities for participation in academy life (e.g. representation on the Student Council, affiliation with sports teams and other clubs).

### 2.3 Responsibility for the coordination of SEN provision

- The Principal and Academy Council have delegated the day to day operational responsibility for the implementation of this SEND Policy to the Special Educational Needs and Disabilities Coordinator (SENDCo).
- The SENDCo is responsible for reporting regularly to the Principal and the Councillor with responsibility for SEND on the on-going effectiveness of this SEND Policy.
- All staff in the academy have a responsibility for maximising the achievement and opportunities for inclusion of all learners, including those who face particular barriers such as students registered as having Special Educational Needs and Disabilities. Staff will be made aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all students at all times.

SEND and Inclusion Leadership		
Role	Name	Contact details
SENDCo	Ms Nicola Phelps	<a href="mailto:BMASENDCo@clf.uk">BMASENDCo@clf.uk</a>
Deputy SENDCo	Miss Sarah Lavery	
Assistant SENDCo	Mrs Susan Mckenty	
Higher Level Teaching Assistant	Ms Layla Smyth	
Student Support Lead	Ms Elizabeth Barker	

### 3 SEND inclusion Statement

Bristol Metropolitan Academy will endeavor to achieve the best possible outcomes for all young people (including those who are deemed to be vulnerable) and will maximize their opportunities for inclusion and promote equality of opportunity for all.

Provision at BMA includes:

a) Providing differentiated learning opportunities for all the young people within the Academy and providing materials appropriate to young people's abilities. This will ensure that all young people have a full access to the Academy curriculum.

b) Making every effort to narrow the gap in attainment between different groups of learners and others, recognising that a 'Special Educational Need' might be an explanation for delayed or slower progress, but does not remove the requirement to support progress.

d) Striving to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and Special Educational Needs and Disability e.g.

- Some young people in our Academy may be underachieving but will not necessarily have a 'Special Educational Need'. It is a teacher's responsibility to identify underachievement through assessment quickly and ensure that appropriate teaching methods or interventions are put in place to help these students catch up.
- Some young people will be identified as having 'Special Educational Needs' and this may lead to lower-attainment or slower progress (though not necessarily to underachievement). It is our responsibility to ensure that students with Special Educational Needs have the maximum opportunity to attain and make progress in line with their peers.
- Assessment of need and programs, which address the root causes of any learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved Academy's budget.

e) Recognising and putting in place adjustments or interventions to tackle the general finding that students with SEND usually have lower attendance than their peers.

f) Ensuring that all young people have the same opportunities for social inclusion and for taking part in extra-curricular activities with the right level of support and access.

g) Implementing our Equality Act duty to foster good relations between different groups of young people and promoting social inclusion and acting immediately to tackle any discrimination or bullying (see Anti-bullying Policy).

h) Celebrating the fact that we will have young people with disabilities as part of our Academy community, and ensuring that their needs are fully met and that we make all 'reasonable adjustments' to the curriculum, intervention provision and the physical environment to accommodate them, as required by the Equality Act.

i) Implementing our duty to make 'anticipatory changes' to make our environment accessible for young people, staff, parents/carers and visitors who may have a disability and so planning any new initiatives or capital developments with improving access in mind.

## 4 Roles and Responsibilities

### 4.1 Principal

The Principal is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn. The Principal and the Academy Council will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo).

### 4.2 Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- a) Ensuring that the Academy complies with its duties under the SEND Code of Practice and other relevant legislation and keeping up to date with examples of best and innovative practice, disseminating this information to other staff.
- b) Ensuring that the views, needs and aspirations of the young person registered as SEND are paramount and their support is child centred.
- c) Ensuring that the views of young people and parents and carers are considered in all SEND process and planning as required by the Code of Practice.
- d) Maintenance and review of progress made by all on the academy SEND register.
- e) Identifying on this register a graduated list of students with 'Special Educational Needs and Disabilities' including: those in receipt of SEND support and adjustments from the Academy's staff and devolved budget; those in receipt of support from external organisations and Academy provisions that sometimes require Higher Needs funding; and those with Education Health and Care Plans that require Annual Review.
- f) Overseeing the co-ordination of provision for young people with 'Special Educational Needs' within the Academy.
- g) Ensuring that adequate assessments are undertaken of all young people with SEND and that action plans are agreed to support them.
- h) Ensuring that the needs of any young people with disabilities are assessed and plans are put in place to make any 'reasonable adjustments' to enable them to access the environment, provision and the curriculum.
- i) Liaising with, and advising teachers on appropriate strategies and interventions for all young people with SEND.
- j) Managing other classroom staff involved in supporting vulnerable learners.

- k) Overseeing the records on all young people with 'Special Educational Needs and Disabilities'.
- l) Contributing to the in-service training of staff.
- m) Implementing a programme of Annual Review for all students with an Education, Health and Care Plan and complying with requests from an Education Health and Care Plan Coordinator to participate in a review. Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget) that a student may have a 'Special Educational Need', which will require significant support.
- n) Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map.
- o) Ensuring that all young people with SEND have had appropriate Careers Education, Information Advice and Guidance (CEIAG) and have appropriate plans in place for their post-16 transition.
- p) Liaising with post-16 providers and transferring information on young people with SEND as required by the national guidance.
- q) Monitoring the Academy's system for generating Pupil Portraits or Student Support Plans, where it is agreed they will be useful for a student with 'Special Educational Needs' to have a higher profile in the classroom.
- r) Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with 'Special Educational Needs').
- s) Meeting regularly with Academic Coaches of those identified on the Academy's provision map.
- t) Overseeing the sensitive liaison between appropriate staff, or consulting directly, with parents/carers and families of young people registered as SEND, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- u) Attending area SENDCo network meetings and training as appropriate.
- v) Liaising closely with a range of outside agencies and organisations to support vulnerable learners.
- w) Reporting at least annually to the Principal and the Council on progress against this Policy and the Code of Practice.

#### **4.3 Class teacher**

The particular responsibilities of the class teacher are:

- a) Liaising with the SENDCo to agree:
  - which students require in-class adjustments because of a ‘Special educational Need’ and therefore need to join the Academy’s SEND register
  - which students in the class are SEND learners through the referral process
  - which students are underachieving and need to have additional interventions
  - which students require a Student Support Plan, intervention or advice/support from an outside professional to address a ‘Special Educational Need’
  - which students have a disability and require ‘reasonable adjustments’ to the way information is provided, to the curriculum or the physical environment
  
- b) Securing inclusion, good provision and outcomes for all groups of vulnerable learners by:
  - providing differentiated teaching and learning opportunities in line with the advice in the SEND register, including differentiated work for SEND learners to allow access to a broader curriculum.
  - analysing data and identifying any gaps in outcomes for any groups in their class and working with curriculum leaders to address these.
  - ensuring that all vulnerable students have equal opportunities for social inclusion, having their views heard, and involvement in extra-curricular activities
  - ensuring there is adequate opportunity for students with ‘Special Educational Needs and Disabilities’ to work on agreed targets, as outlined in their ‘Student Support Plan’, which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2014)

#### 4.4 Heads of House:

- a) Monitoring the behaviour and attendance of all students including those with additional needs.
- b) Planning, using a graduated response, in collaboration with the SENDCo, Inclusion Manager and Curriculum Leaders, strategies and adjustments to support students whose behaviour is a barrier to progress.

#### 4.5 Learning Support Assistants:

- a) Work collaboratively with classroom teachers and pastoral staff.
- b) Support students with additional needs within the wider school by taking on responsibilities such as Homework Hub, social safe spaces or Academic Coaching.
- c) Contribute to and undertake departmental training.
- d) Plan and deliver individualised programs for students in areas such as Speech and Language, or literacy.
- e) Contribute to the monitoring and review of progress against individual students’ SMART outcomes.

- f) Assist with drawing up individual portraits or plans for students and supporting SEND register analysis and development.
- g) Work with small groups in or out of the classroom, under the direction of the class teacher.
- h) Support students on educational visits, as required.

#### 4.6 Parents:

- a) Communicate regularly with the school and alert appropriate staff to any concerns they have about their child's learning or provision.
- b) Engage fully in learning and taking an active role in establishing and meeting appropriate individual learning targets.

#### 4.7 All Staff

All staff in the Academy should be aware of this Policy and their responsibility for promoting the educational and social inclusion of young people covered by this Policy, and training and briefings will be provided for them on best practice. All staff have a legal duty to advance equality of opportunity for all students and to challenge discrimination, harassment or bullying of any student (or staff member, parent/ carer or visitor) on grounds of their protected characteristics (e.g. their ethnicity, 'race', religion or belief, disability etc.) They also have a responsibility to promote good relations between different groups of students.

### 5 Links with Other Services

Bristol Metropolitan Academy recognises the need to link with other agencies to provide effective support for young people registered as SEND, to have a coordinated approach to meeting their needs. Therefore, effective working links will be maintained with:

Bristol City Council Local Offer:

<https://www.bristol.gov.uk/web/bristol-local-offer>

Parent Partnership Service:

<https://www.supportiveparents.org.uk/>

Children's Community Health Partnership:

<https://cchp.nhs.uk/>

Education Welfare Team:

<https://www.bristol.gov.uk/schools-learning-early-years/education-welfare>

Bristol First Response (Safeguarding Concerns)

<https://www.bristol.gov.uk/social-care-health/report-your-concerns-about-a-child>