

BRADFIELDS ACADEMY

SEN Policy & Information Report

Signed..... Principal

Date.....

Signed Chair of Trustees

Date.....

This policy will be reviewed on at least an annual basis and whenever significant changes to the systems and arrangements take place.

Where any changes, amendments or additions are made, the revision number will change.

Reviews that result in no changes at all will maintain the same revision number.

REVIEW DATE	REVISION NUMBER	SIGNATURE
September 2018		
September 2019		
April 2021		

Contents

Aims.....	3
Legislation and Guidance	3
Definitions	3
Roles and Responsibilities	4
The SENCO	4
The SEN Trustee.....	4
The Principal	4
The Class Teachers	4
SEN Information Report.....	5
The Kinds of SEN That Are Provided For:	5
Monitoring SEN and Assessing the Developing Needs of Students	5
Consulting and Involving Students and Parents/Carers	5
Assessing and Reviewing Students' Progress towards Outcomes.....	6
Supporting Students Moving Between Key Stages and Preparing For Adulthood.....	6
Our Approach to Teaching Students with SEN.....	7
Adaptations to the Learning Environment.....	7
Additional Support for Learning.....	7
Expertise and Training of Staff	7
Securing Equipment and Facilities	8
Evaluating the Effectiveness of SEN Provision.....	8
Enabling Students with SEN to Engage In Activities.....	8
Support for Improving Social and Emotional Development.....	8
Working with Other Agencies.....	8
Complaints.....	8
Contact Details of Support Services for Parents of Students with SEN	8
Contact Details for Raising Concerns	9
The Local Authority Local Offer.....	9
Monitoring Arrangements	9
Links with Other Policies and Documents.....	9

Aims

Our SEN policy and information report aims to:

- Set out how our academy will support and make provision for students with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.

As a specialist academy designated for students with Moderate Learning Difficulties, and Autism all students have SEN. Some students may have additional needs to these main categories.

Bradfields Academy seeks to ensure that all students are given the opportunity and challenge to progress to their maximum potential within both the academic and social and emotional curricular. We are also committed to challenging both their own and their family's aspirations for progression beyond the academy. In order to achieve these goals, the current areas of focus are:

1. Ensuring that all resources are age and stage appropriate for all students.
2. Continually reviewing the curriculum with regard to the impact on students' knowledge and understanding.
3. Encouraging all students to become even greater active participants in their own learning and understand next steps through supportive marking & feedback.
4. Further developing the collection and analysis of data to support the highest standard of student outcomes and challenge underachievement.
5. Continue to develop staff expertise in managing and supporting the changing behaviours of the most complex students within each new cohort.
6. Challenging parental engagement with the academy and further raising family's aspirations for students.
7. To implement a revised career strategy for the academy, along with increased opportunities for the older students.
8. To continue to develop Life Skills lessons and opportunities ensuring practical application of skills where appropriate.
9. Develop remote learning resources so that all students have the opportunity to engage in learning away from the academy should a prolonged period of closure or isolation be necessary.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' and academies' responsibilities for students with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' and academies' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools and academies.

Special educational provision is an educational or a training provision that is additional to, or different from, that made for other children or young people of the same age by mainstream schools or academies.

All students at Bradfields Academy fall under this definition.

Although the definition applies to all SEN the admissions criteria for Bradfields states that the primary need must be for learning and/or autism. Students may have a secondary behaviour or physical need related to their primary need.

Roles and Responsibilities

The SENCO

As a specialist provision there is no named SENCO as all staff are required to take on responsibilities that would be a SENCO's responsibility in a mainstream provision. The role of the Vice Principal is the point of reference for all staff and external agencies.

The Vice Principal will:

- Work with the principal and SEN Trustee to determine the strategic development of the SEN policy and provision in the academy.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with specific SEN.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students receive appropriate support and high-quality teaching.
- Advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively.
- Support staff when they are the point of contact for external agencies.
- Support with, and monitor the liaisons with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the principal and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the academy keeps student records up to date.

The SEN Trustee

The SEN Trustee will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing board on this.
- Work with the Senior Leadership Team to determine the strategic development of the SEN policy and provision in the academy.

The Principal

The Principal will:

- Work with the Senior Leadership Team and SEN Trustee to determine the strategic development of the SEN policy and provision in the academy.
- Have overall responsibility for the provision and progress of learners within the academy.

The Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the Senior Leadership Team to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

SEN Information Report

The Kinds of SEN That Are Provided For:

Bradfields Academy currently provides educational provision (differing from mainstream) for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

All students must have an Education Health and Care Plan (or Statement) on entry to Bradfields Academy.

Monitoring SEN and Assessing the Developing Needs of Students

All students receive a baseline evaluation attainment on entry; Progress on the Bradfields Steps system provides achievement and progress data. This information along with details from external agencies (such as paediatricians etc.) is an integral part of the Annual EHCP Review meeting.

The Annual Review meeting is the method used to update any changes to the SEN of students.

Consulting and Involving Students and Parents/Carers

The academy provides a range of opportunities for parents and carers to engage with the students' education. These opportunities include formal and informal events including:

- The Annual EHCP Review meeting -
 - Giving parents/carers the opportunity to be involved in target setting and transition plans.
- Parent/Carer consultation evenings -
 - Giving feedback on student progress and achievement in each subject area.
- Options Evening -
 - Giving advice on the opportunities available to each student in KS4 or KS5.
- Careers Events -
 - Giving parents details on the opportunities available to each student.
- Afternoon Tea/Coffee Mornings.
- Pastoral Review Day.
- Celebration Events.

In addition to events that detail the student's progress the academy provides opportunities for parents and carers to attend events that support their understanding and support of SEN. These include:

- Subject specific workshops for parents/carers in English, maths, ICT and languages.
- Parenting programmes especially designed around supporting ASD students.
- Hygiene/Healthy Eating.
- Finance and Benefits.

Assessing and Reviewing Students' Progress towards Outcomes

The subject teachers and form tutors work with their Subject Leads and Engagement Support Leads to provide detail on all students' academic and social progress. This will be regularly reported during the academy's data drops (3 times an academic year) and during the EHCP Annual Review Meeting. If the student is a LAC, then the detail will also be reported and reviewed at the LAC and PEP meetings. The detail reported and recorded will include:

- The subject teacher's and form tutor's assessment and experience of the student.
- The previous progress, attainment, and behavior of the student.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external agencies, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the students will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting Students Moving Between Key Stages and Preparing For Adulthood

Bradfields Academy has an EYFS/Primary provision as well as an 11-19 secondary provision. There are a variety of points where students can transition into, out of, or within the academy.

- I. Bradfields Primary to Bradfields Key Stage 3 – Teachers teach across all areas of the academy and so students are known before they transition from Primary to the Key Stage 3 area of the academy. In preparation for this the Key Stage 3 Engagement Support Lead attends important meetings for those students transitioning to Year 7 from Primary.
- II. External Primary to Bradfields Key Stage 3 – A transition team visits all referrals to the academy and then those that secure a place are further visited by members of this team. Usually this is in attendance of the EHC meeting (or PEP/LAC where appropriate). From this meeting if the need is identified the Parent Carer Partnership Team may be in early contact with the family. All families and students are invited to visits and transition events.
- III. Key Stage 3 to Key Stage 4 – The Engagement Support Leads for Key Stage 3 and Key Stage 4 work together in preparing the students for this transition. They prepare transition events and trips that the current Year 9 and Year 10 partake in. There is also a buddy system where all Year 9 students are partnered with a buddy in their new form group from Year 10. Parents and carers are invited to transition events such as coffee mornings and afternoon tea to meet the new tutor. This event is repeated a few weeks into the new academic year to review progress. At the end of each academic year there is a fortnight period where all internal transition occurs.
- IV. Key Stage 4 to Key Stage 5 – The Engagement Support Leads for Key Stage 4 and Key Stage 5 work together in preparing for internal transition. Parents and carers are invited to a transition coffee morning where they can meet the new staff. Those students who are moving to a new provider are supported through the EHCP meetings. The Transition Co-ordinator is also available to support students and families at interviews and visits.
- V. Beyond Key Stage 5 – Progression routes are identified through the EHCP Review meetings. The Transition Co-ordinator supports students with applications, interviews, and visits to their potential destinations. Providers receive information about the needs of the students prior to interview.

Information sharing will be within the guidelines of our GDPR policy.

Our Approach to Teaching Students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to the needs of all students. Lessons will be differentiated for individual students and groups of students.

The following interventions are also available for students:

- Beanstalk Readers.
- Reading Intervention.
- Numeracy Intervention.
- Nurture Group for those requiring a sensory curriculum.
- Programme 1 and Programme 2 Groups for those who are borderline SLD.
- Therapeutic Group for those with emotional needs that are a barrier to learning
- TA support in lessons – This is deployed by the teacher.

Adaptations to the Learning Environment

All lessons are differentiated and delivered to small groups of students. In addition to this we will make all reasonable adaptations to support students' needs. This may include:

- Further adapting resources, for example large print for those students with visual impairment, or the use of Communicate in Print.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, communication aids, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional Support for Learning

Bradfields Academy employs additional staff to offer the following interventions that support student progress and achievement within lessons:

- Play Therapy.
- Drama Therapy.
- Parent Carer Support.
- Medical Support.
- Speech and Language Support.
- Physiotherapy and Occupational Therapy.
- Student Transition.

In addition to these the academy will work with a variety of identified external providers to support students. This will be on an individual basis.

Expertise and Training of Staff

All staff within the academy support students with a variety of SEN. As such they are constantly updating their experiences. Training can be:

- Individual training delivered by an external provider at an off-site venue.
- Group training held at the academy delivered by in house specialists or external providers.
- Whole staff training delivered within the academy by in house specialists or external providers.

In house training will take place during the identified INSET days, CPD sessions or regular staff meetings.

Securing Equipment and Facilities

Specialist equipment is identified through the EHCP process, or from recommendations from external agencies. As a specialist academy these are funded from the individual students funding, or through bigger spends authorised by the academy.

The academy will also undertake bids to the LA and local charities in order to secure funding for some projects and equipment.

Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for all students by:

- Reviewing student progress at each data drop.
- Reviewing the impact of interventions.
- Reviewing the impact of spending (i.e. Pupil Premium, Catch Up funding, etc.).
- Using student questionnaires.
- Monitoring of standards by the Senior Leadership Team.
- Holding annual reviews for students with statements of SEN or EHC plans.

Enabling Students with SEN to Engage In Activities

All our extra-curricular activities and academy visits are available to all our students, including our before-and-after-hours clubs.

All students are expected to take part in sports day.

Any student wishing to take part in academy shows and productions is given the opportunity to do so.

No student is ever excluded from taking part in any activity because of their SEN or disability.

Support for Improving Social and Emotional Development

We provide support for students to improve their emotional and social development in the following ways:

- All students are encouraged to be part of the Academy Council.
- All students undertake Character Strengths work which is a scheme to promote their social and emotional development.
- Students can be referred to our therapy team from a staff referral, a peer referral, or a self-referral.

The academy has an Anti-Bullying Policy in place.

Working with Other Agencies

All students are individuals and have a unique family background. As such a variety of differing agencies can be involved. The academy will support work with any existing agency involved, and sign-post families to any agency that may be able to offer additional support.

Complaints

All complaints pertaining to Bradfields Academy need to be referred to the Academy Complaints procedure which is available on the website or a hard copy can be dispatched in the post or collected from reception.

Contact Details of Support Services for Parents of Students with SEN

If parents/carers are looking for support with SEN it should first be ascertained as to the nature of the support required:

- If this is general support then they should be referred in the first instance to the academy's Parent Carer Partnership Team.

- If this is specific support around transition/moving on then they should be referred to the academy's Transition Co-ordinator in the first instance.
- Parents/carers can also be referred to Medway Council's SEN Department.

Contact Details for Raising Concerns

Any concerns should, in the first instance be made with either the form tutor, or the Zonal Pastoral Manager. Contact details for each zone are available within the student planner.

Concerns can also be raised with Medway Council's SEN department.

The Local Authority Local Offer

Medway Council's Local offer and Bradfields Academy's contribution to the Local Offer are available on the academy website and are kept up to date.

Monitoring Arrangements

This policy and information report will be reviewed by the Vice Principal every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with Other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equal Opportunities
- Medical Policy
- Anti-Bullying Policy
- GDPR
- Finance and Funding