



Policy Title:	Special Education Needs (SEN) Policy
Function:	For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
Status:	Pending Board Approval
Audience:	Students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
Ownership / Implementation:	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
Implementation Date:	September 2009
Review period:	Annually
Last Reviewed:	October 2015



Bristol Metropolitan Academy

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or**
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The current government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view information about Bristol's Local Offer here:

www.findabilitybristol.org.uk/

and South Gloucester's Local Offer here:

www.southglos.gov.uk/health-and-social-care/local-offer/

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Bristol that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.



Mission Statement

Bristol Met has excellent learning at the core of every activity it undertakes and is committed to providing an inclusive learning experience for all students. Our staff team are engaged in high quality continuing professional development which makes **'Every teacher a teacher of SEN'** at our Academy.

Bristol Metropolitan Academy works in partnership with students, staff, parents, the community and the Cabot Learning Federation. Under the 4 headings:

- High Standards, High Aspirations, High Expectations;
- Learning-centred, Student-centred;
- Friends Together;
- A Pride in Community.

1. Aims and Objectives

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Teachers plan lessons which meet the needs of SEN/D students in their class enabling them to make at least good progress.
- Create a welcoming atmosphere for parents.

Objectives:

- **Identify the needs of students with SEN as early as possible.**
Staff will endeavour to gather information from parents, education, health and care services (including feeder schools or early years settings) prior to the child's entry into the Academy. Where needs have not been previously identified, staff have an obligation to report observations to the SENCo.
- **Monitor the progress of all students in order to aid the identification of students with SEN.**
Continuous monitoring of those students with SEN by their teachers 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 with SEN have full access to the National Curriculum and wider Academy life.**
This is co-ordinated by the Inclusion Leadership Team which includes the SENCo. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' 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 supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's 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 The Children and Young Peoples Service, Educational Psychology Service, The School Nurse and Local Health Partnership, Child and Adolescent Mental Health Services (CAMHS), The Autism Spectrum Disorder Outreach Team (ASDOT) 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 adults 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 each vertical 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. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is the Principal, Mrs Apps.

The person co-ordinating the day to day provision of education for students with SEN is the SENCo and Zone Team Leader for Student Support, Ruth Symister (NASCO).

3. Arrangements for coordinating SEN provision

The SENCo will hold all SEN Support records such as the SEN Register, provision maps, strategy sheets and structured conversation minutes for individual students.

All staff can access the following documents on the T Drive.

- The Bristol Metropolitan Academy SEN Policy.
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual students' special educational needs including Pupil Passports and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through www.findabilitybristol.org.uk/ and www.sendgateway.org.uk

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents via the academy



website, in order to aid the effective coordination of the Academy's SEN provision.

4. Admission arrangements.

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Further information is available in the Academy's Admissions Policy.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

5. Specialist SEN provision

Bristol Metropolitan Academy is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10.

In our Academy we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEN/D services where appropriate.

6. Facilities for students with SEN

The Bristol Metropolitan Academy building is owned by Skanska. The site building regulations comply with all relevant accessibility requirements. Skanska Facilities Management oversees the maintenance of the site.

The building provides wheelchair access, disabled toilets and lifts and is accessible by all students.

7. Allocation of resources for students with SEN

All students with SEN will have access to Element 1 and 2 of the Academy's budget which equates to £10,000.

Some students with SEN may access additional funding. Additional funding applications are made to the Local Authority in the form of TOP UP FUNDING.

For those with the most complex needs, additional funding (HLN or High Level Needs) is retained and administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the Senior Leadership Team, SENCo and Councillors to agree how the allocation of resources is used. A number of SEN students may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.



8. Identification of students needs

Identification:

See definition of Special Educational Needs at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for all students'

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. This includes analysis of baseline assessment gathered via Cognitive Abilities Tests (CATs), Suffolk Reading and the Short Word Spelling Test.
2. Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo and Learning Support Team will be consulted as needed for support and advice and may wish to observe the student in class.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The student is monitored if a concern is raised by a parent or teacher but this does not automatically place the student on the academy's SEN register. Concerns are discussed with parents/carers in regular Team Around the Child meetings. Concerns are recorded by the academy as an aid to further progression and for future reference.
9. Student progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEN Support:

Where it is determined that a student does have SEN, parents will be formally advised of this before inclusion of the individual on the Academy's SEN Register. The aim of formally identifying a student with SEN is to help the academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. The cycle is embedded in our practice for all students.



- **Assess**

In identifying a child as needing SEN support the subject teacher, working with the SENCo will carry out a clear analysis of the student's needs. This will draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

- **Plan**

When it is decided to provide a student with SEN support, parents will be informed. Planning will involve consultation between the teacher, Head of House, SENCo, SLT and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement should be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

- **Do**

The tutor, Head of House and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

- **Review**

Reviewing student progress will be made at termly Progress Tracking, academic and Value Added data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.



The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo and Head of House if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- The child
- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer - www.findabilitybristol.org.uk/

or by speaking directly to Bristol's SEN Department on: 0117 922 3700

or by speaking to Supportive Parents on: [0117 989 7725](tel:01179897725)

Education, Health and Care Plans (EHC Plan):

- Following Statutory Assessment, an EHC Plan will be provided by Bristol County Council, North Somerset Council/South Gloucester Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available.
- Both staff in school and parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

9. Access to the curriculum, information and associated services

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the academy as is necessary, as far as possible, taking into account the wishes of parents and the needs of the individual.

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting.

Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made.



Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in the Academy and across the CLF. Staff members are encouraged to attend twilight and INSET training to further develop skills and knowledge.

Ensuring Access to the Curriculum for students with SEN:

The Inclusion Leadership Team includes the SENCO and Senior Leaders is responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition in the Hub is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Principal, Mrs Apps oversees the Academy Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the Academy.

The curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision.

The Academy will seek advice where appropriate around individual students from external support services through the termly 'Inclusion Leaders Meetings'.

Early Help Unit and the Multi-Agency Safeguarding Hub are also available for Heads of House and nominated Safeguarding Officers to access.

Where a behavioural incident warrants exclusion the relevant Head of House, Inclusion Leader and member(s) of SLT will consider the incident in line with the Academy Exclusion Policy.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the academy encourages feedback from staff, parents and students during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of regular Student Voice which is a consistent part of the internal review process. Student progress will be monitored on a termly basis in line with the SEN Code of Practice.

The Academy strives to offer an Open Door policy where parents can access the SENCO and Inclusion Leadership Team regularly and can make appointments in allocated Team Around the Child (TAC) meeting slots as and when they feel necessary.

Further feedback from parents can be given at any time through email contact available on the Academy website – www.bristolmet.net.



A formal evaluation of the effectiveness of the academy SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCo in consultation with the Vice Principal and link SEN Councillor.

Information is gathered from different sources such as student and parent surveys/ teacher and staff surveys/ parents evenings/ consultation evening/ report feedback forms, progress data and the internal review process.

This will be collated and published by the Academy Council on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. Complaints procedure

Refer to the general Complaints Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, Senior Leadership Team or Principal who will be able to offer advice on formal procedures for complaint if necessary.

13. In service training (CPD)

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The academy seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The Learning Support Team and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCo attends relevant SEN courses, CLF SENCo Network meetings and facilitates / signposts relevant SEN focused external training opportunities for all staff. All Learning Support Assistants are offered training opportunities as part of the whole school / CLF Continuing Professional Development Programme as well as being support to achieve nationally recognised Teaching Assistant and Higher Level Teaching Assistant Qualifications (NVQ).

We recognise the need to train all of our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to the academy development priorities and those identified through the use of Performance Management (see Section 11).

14. Links to support services

The academy continues to build strong working relationships and links with external support services. The sharing of knowledge and information with all relevant parties is a vital part of our SEN provision.

Any one of the support services may raise concerns about a student with a member of staff who will bring it to the attention of the SENCo who will inform the child's parents/carers.

The Inclusion Leadership Team will always gain permission from parents/carers for non-academic assessment (e.g. Educational Psychology Assessment, ThriveTM, and ASDOT) as



appropriate.

The wider pastoral team, including Heads of House, Inclusion Manager, Assistant Inclusion Manager and SENCo attend a carousel of weekly meetings. At this time any relevant information regarding students with SEN is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

15. Working in partnerships with parents

Bristol Metropolitan believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

The Inclusion Leadership Team, which includes the SENCo provides support to teaching staff via the Team Around the Child process.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCo may also signpost parents of student with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link Councillor may be contacted at any time in relation to SEN matters.

16. Links with other schools

Bristol Metropolitan Academy is one of sixteen Academies which form the Cabot Learning Federation of Academies. This enables the partnership to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition:

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, student and staff views following the actions of a Review Meeting. Students with funding (Top Up) where appropriate will also receive an annual review.

17. Links with other agencies and voluntary organisations

Bristol Metropolitan Academy invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo and Inclusion Leaders are the designated persons responsible for liaising with the following:



- Bristol City Council Education Psychology Service
- Behaviour Support Service
- Social Services
- Sensory Support Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Parents or carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.