



The Bulwell Academy

Inclusion & Special Educational Needs / Disabilities (SEN/D) Policy

July 2017

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A company limited by guarantee, registered in England and Wales number 6194070
Registered office: 4 Millbank, London SW1P 3JA



INCLUSION & SPECIAL EDUCATIONAL NEEDS / DISABILITIES (SEN/D) POLICY



National Context

The Special Educational Needs & Disability Act (SEN/DA, 2001) and Children & Families Act (2014) provides a statutory framework for inclusion. It strengthens the right of children with Special Educational Needs (SEN) and disabilities to be educated in mainstream schools and for schools to make reasonable adjustments to ensure children with these needs are not disadvantaged.

The revised [SEN Code of Practice \(2014\)](#) reflects the rights and duties introduced by Special Educational Needs and Disability Act. The five principles of the code are:

- That children with SEN should have their needs met,
- That their needs will normally be met in mainstream school,
- That the views of children should be sought and taken into account,
- That parents have a vital role to play in supporting their child's education,
- That children with SEN should be offered full access to a broad, balanced and relevant curriculum in the foundation stage and later years.

The national policy for supporting SEN students is currently evolving. The Children & Families Act came into force in September 2014. Where a student previously had a "statement" of special educational need, each child will now have a personalised Education Health and Care Plan. The Academy has adopted the Local Offer as part of the Children & Families Act 2014 as set out by the Local Authority. The Academy under the Special Educational Needs Co-Ordinator's guidance translates and supports Local Authority's offer and this is reflected within the Academy's own provision and curriculum.

The Bulwell Academy will have regard for the values derived from:

- The Education Act (1996),
- The SEN & Disability Act (2001),
- The Every Child Matters Agenda (2003),
- Equality Act (2010),
- Special Educational Needs & Disability Act Code of Practice (2014) and
- The Children & Families Act (2014).

Introduction

At The Bulwell Academy we believe that all young people are entitled to be included so that they may learn and develop alongside each other within their local community. Parents should have confidence that their child's needs are fully met throughout their education at the academy.

All young people, whatever their needs, should have access to a supportive learning environment and an appropriate curriculum that enables them to make excellent progress by removing barriers to learning and providing a wide range of learning opportunities to engage, stimulate and challenge.

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Responsibilities

The Academy will proactively seek to ensure that provision for children with special educational needs is a matter for the academy as a whole. All members of staff have important day to day responsibilities to meet the needs of the children they teach.

It is the aim of the Academy to provide support in a fully inclusive manner to ensure:

- There is a high quality provision for pupils with Special Educational Needs.
- Ensure that teachers in the Academy are aware of or able to identify and provide for those students who have special educational needs.
- Include students with Special Educational Needs so far as is reasonably practical within all lessons.
- All pupils with Special Education Needs are identified and assessed.
- Special Educational Needs resources are allocated efficiently and fairly, and where appropriate additional resources are sought.
- All pupils have access to a broad and balanced curriculum.
- All staff are kept informed of Special Educational Needs, assessments and support strategies.
- All staff receives appropriate training and support in teaching pupils with Special Educational Needs.
- The Academy works in partnership with pupils, parents/carers and external agencies to provide the best possible outcomes for pupils with Special Educational Needs.
- That children with Special Educational Needs will take part in lessons in their classroom with their peers. This may be in small groups including the “Nurture” groups or within individual support interventions where appropriate.

Providing Tailored Support to each young learner

This Policy recognises that there are four categories (as within the [SEN Code of Practice \(2014\)](#), under which support for young people can be provided, these are:

□ Cognition & Learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

□ **Communication & Social Interaction**

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

□ **Social, Emotional & Mental Health**

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

□ **Physical & Sensory**

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.
- Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Graduated Provision

In line with the [SEN Code of Practice \(2014\)](#), the Academy adopts a graduated approach to meet student's needs. The graduated response is a three level approach which comes after the universal provision which all students receive. The Bulwell Academy Inclusion Team follows the Provision Maps as set up out within the Local Authority "local offer" as guidance as part of the graduated response to meet student's needs.

Staff who are deployed to support curricular, extra-curricular and social activities are done so through a "person centred" approach, flexibly and according to where there is an identifiable and evidenced need that cannot be met by existing staff.

Within the Academy, children are placed within a category of need and then within the graduated response. See Table 1 on following page.

Table 1: Graduated Response

Graduated Level	Description
<p>Education Health Care Plan/Statement (EHCP/S)</p>	<p>Students may have their Special Educational Needs formally assessed through the Local Authority, the findings of which are written into a document commonly known as a “Statement” and now termed an “Education Health Care Plan.”</p> <p>Schools/Academies have a legal duty to meet the needs of these students through objectives and monitoring procedures as prescribed in the Education Health Care Plan (Statement).</p> <p>Provision to support these students could cover Wave 1 (In Class) / 2 (small groups) and 3 (1:1).</p> <p>These are reviewed annually through a Person Centred Review approach.</p>
<p>SEN/D Support (SS)</p>	<p>The students identified as SEND support are entitlement to provision that is “additional to” or “different from” these provisions and reasonable adjustments allow access to the curriculum and mainstream setting. Additionally, appropriate multi agency involvement may be sought to support practice from the Inclusion Team in a Wave 2 (small group) / 3 (1:1) capacity.</p>
<p>Additional Academy Entitlement (AAE)</p>	<p>The students requiring Additional Academy Entitlement accessing mainstream will gain additional support through selected interventions that are known to enable progress and close identified gaps. Provision covers Wave 1 (In class) and 2 (small group).</p> <p>Interventions are used to raise functional language and literacy/numeracy/personal, social and emotional skills enabling the student to have greater access to and make progress within the Academy at the same gains/rate as age appropriate peers.</p>

Four additional areas that the Inclusion Team has substantial input into are:

1. English as an Additional Language (EAL)

A sub-section of Additional Needs referring specifically to students who were born in Britain for whom English is not the first language at home and for students not born in Britain, having arrived in the country after the acquisition of their first language (typically 5 years old or over). Within this, there is the sub-section of “International New Arrivals” – that is, those students who have arrived in the UK within the previous three years.

2. Medical Needs

A sub-section of Additional Needs referring specifically to students with a medical condition that is permanent/on-going and is likely to interfere with attendance to the Academy and participation in a full mainstream curriculum.

3. Looked after Child or Child in Care (LAC/CIC)

These are students in public foster/carer situations.

4. Pupil Premium Students

Additionally the Inclusion Team monitor students classified as eligible for pupil premium payments.

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Admissions

Admission of pupils with SEN is in accordance with our [Admissions Policy](#) and with regard to the [SEN Code of Practice \(2014\)](#).

Evaluation of the Bulwell Academy SEN /Inclusion policy

The Academy's Governing Body has a duty to evaluate every year the provision the Academy makes for pupils with SEN and to report on that through the annual report to parents.

The evaluation covers:

- Parents' views.
- Student progress via assessment data and case studies.
- Feedback and recommendations from external support services.
- Student's views on what helps them to learn effectively.
- The impact of continuing professional development of staff on Academy's capacity to meet the full range of SEN within the academy.
- The ways in which pupils with SEN participate in the life of the school.

The staffing structure for SEN

Gill Haymes is the named governor for Special Educational Needs who will monitor the implementation of this policy.

Mrs C Wallis is a member of the Senior Leadership Team and is the Special Educational Needs Co-Ordinator (SENCO) who co-ordinates statutory provision to ensure the Code of Practice is adhered to. She is responsible for the strategic operation of the Special Educational Needs/Inclusion policy. Email: c.wallis@bulwellacademy.co.uk

The SENCOs for The Bulwell Academy are responsible for the day-to-day operation of the Special Educational Needs Inclusion policy are Mrs C Wallis (for students within the main Academy – Special Educational Needs population) and Mrs J Watson (SENCO for students within the nurture groups)

The email address to contact the SENCOs is: senco@bulwellacademy.co.uk