

## Bell Lane Academy SEND Information report (updated November 2016)

### **SEND provision at Bell Lane Academy**

Bell Lane Academy is a supportive and inclusive school, we support and value the abilities of all children regardless of their individual needs. It is our duty to provide equal opportunities for every person in our care and to offer a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Bell Lane Academy adopts a 'whole school approach' to Special Educational Needs and Disabilities. All staff work to ensure the inclusion of all pupils. The academy is committed to ensuring that pupils with special educational needs and disabilities can fulfil not only their academic potential and achieve optimal educational outcomes, but also achieve physically, creatively, emotionally and socially.

We are able to cater for and provide for students with a variety of needs, including:

- SPLD specific learning difficulties
- MLD moderate learning difficulties
- SLD severe learning difficulties
- SEMH social emotional mental health
- SLCN speech, language and communication needs
- PD physical difficulties
- ASD autistic spectrum disorder
- HI hearing impairment
- VI visual impairment

### **Policies for identifying children and young people with SEND and assessing their needs**

- Special Educational Needs and Disabilities Policy
- Safeguarding Policy
- Child Protection Policy
- Accessibility Policy and Plan
- Medication Administration Policy
- Behaviour Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Admissions Policy

**Our named SENCO is Miss K Wright**

**Other members of the inclusion team are Miss R Steele (Pastoral Care Manager) and Mrs L Holland (Learning Mentor)**

**Please contact them through our main office telephone number: 01977 613304**

### **Arrangements for consulting parents of children with SEND and involving them in their child's education**

Guidance taken from the SEND Code of Practice (2014) states:

"6.64 Schools must provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.

6.65 Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year. (DfE: page 104)

**At Bell Lane Academy we:**

- Hold statutory annual review meetings for those students with a Statement of Special Educational Needs or an Educational, Health and Care Plan.

- Hold interim or emergency review meetings when necessary for those students with either a Statement of Special Educational Needs or an Educational, Health and Care Plan.
- Attend meetings to address future needs of those pupils with SEND
- Attend multi-agency meetings when appropriate
- We hold twice yearly parents evenings for all students and the SENCO is available to consult with parents of those on the SEND register.

**How will Bell Lane Academy support children with SEND and how will they be involved in their decisions made about their learning?**

All children will be involved in:

- Target setting for the school as a whole, for their class and individual targets.

- Children with specific needs may spend some time with outside agency workers during school time, for example speech and language therapists, educational psychologists and learning support services. Parents will be informed of these visits and any outcomes involving their child's education will be shared.

- Children with specific needs may have additional classroom resources to support and involve them in their education. These may include: visual timetables, task boards, first and next step boards, individual behaviour plans, resources provided by Occupational Therapy.

- At the end of the year some individual children will also be involved in a transition plan. This may involve transition to the high school or preparing transition booklets for the next class.

- The children may be supported by additional learning support staff who will be fully involved in the child's target setting, be fully aware of the child's needs and be able to involve the child at all times.

**What are the arrangements for assessing and reviewing children's progress towards outcomes?**

In line with the SEND code of practice, all children will be aware of their assessment targets and the outcomes they are aiming for.

All class teachers, the SENCO and assessment co-ordinator will use internal assessment data to show progress of groups of children against national expectations.

**Our approach to teaching children with SEND**

High quality teaching, effectively matched to individual pupil need is the first step in responding to pupils who may, or may not, have SEND. In agreement with 'The Code' all staff agree that additional intervention and support cannot compensate for a lack of good quality teaching. Class teachers will have at least termly Pupil Progress Meeting to examine the impact of teaching and provision as well as identifying areas for development.

Bell Lane Academy is working to ensure that the overall quality of teaching for all students is good and better. Full school procedures will take into account the teaching and learning of all vulnerable students, including those with SEND.

School Development Plans will include an action plan related to SEND and the Equality Duty. It is the aim that SEND is a constant thread throughout all mainstream policies and practices as well as being an individual area of provision.

**How is the curriculum and learning environment adapted for children with SEND?**

At Bell lane Academy differentiation is "key" to providing quality first teaching that caters for all children. The curriculum and environment are adapted to cater for and develop all children with SEND.

The SENCO, alongside appropriate staff, will identify pupils that require 'additional to' and 'different from' provision.

Identified students will be assessed under the Government regulations to determine if they are eligible for access arrangements in controlled assessments and exams. This could mean that some pupils would have extra time, a reader or a scribe for example.

The school employs Teaching Assistants (TAs), some of whom support identified students within mainstream classes. These TAs act as a good link between the SENCO and class teachers. They also become very aware of individual pupil need and will meet with the SENCO to share concerns and successes.

Our accessibility plan ensures that Bell Lane Academy is a very accessible school with good access for wheel chairs and provides disabled toilets.

Bell Lane Academy can provide support when administering medicines (for more information see our Health and Safety Policy). Staff have up to date first aid training as well as having training from the school nurse on administering epipens, specific medication and asthma care and medication.

**What specialist expertise is available for children with SEND?**

Bell Lane have very close links with health provision including children with medical needs, social care and education services. We have very good relationships with a variety of outside agencies that come into school to work with and offer advice and support for individual children with SEND.

As a result of this all staff including teachers, learning support assistants and lunch time supervisors are frequently given up dated training focusing on specific SEND.

All staff are up to date and have had child protection training and are fully aware of the safeguarding procedures.

The SENCO liaises closely with other vulnerable groups of children including pupil premium children.

**Evaluating the effectiveness of the provision made for children and young people with SEND**

Class teachers and Teaching Assistants working with identified pupils meet with the SENCO in order to share information about the successes and barriers to individual student's learning.

The SENCO works closely with the rest of the Inclusion Team to ensure that all are working together to meet individual pupil needs.

Statutory review meetings are held for those pupils with a statement for special educational needs or Education, Health & Care Plan.

The SENCO works alongside those responsible for managing data to ensure that the latest progress and attainment reports for SEND are created and evaluated.

The SENCO works in collaboration with Senior Leaders to manage strategies and evaluate progress for the most vulnerable when appropriate.

The SENCO works with Senior Leaders to ensure that there is a strategic overview in relation to attainment and progress for SEND.

The SENCO monitors progress and attainment measures for SEND with subject leaders.

The SENCO provides a report for SLT and Governors.

### **How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND**

The academy provides a variety of extra-curricular opportunities for all pupils, including craft, sport and music. It believes in equal opportunities and supports those with SEND if they want to participate in such opportunities.

During PE, adjustments can be made to support the PE curriculum, including the use of adapted equipment. Reasonable adjustments can also be made on sports day so all students can participate.

Bell Lane Academy has a School Council in place. Pupils with Special Educational Needs or a disability are given the opportunity to be on the School Council if they wish.

Bell Lane Academy adheres to policy and the Equality Duty when taking pupils on out of school visits.

Where appropriate, pupils with SEND engage in one to one and group conversations with staff in relation to target setting equal to that of their peers and then more refined targets will be set for pupils with SEND when necessary.

### **Support for improving emotional and social development**

We have an Inclusion Team which encompasses SEND, Behaviour, Pastoral Care and Safeguarding. We work to actively ensure that children are safe and have the opportunity to address any emotional and wellbeing issues. The Team supports the school ethos and vision, building good relationships with our children, families, staff and the wider community.

#### **Key Staff**

Mrs L Ward (Head teacher and Safeguarding officer)

Miss R Steele (Pastoral Care Manager)

Mrs L Holland (Learning Mentor)

Miss K Wright (SENCO)

We help children cope with emotional and social issues through:

Social Skills groups - teaching children how to work and play co-operatively with other children.

Friendship groups - helping children to make friends.

Team around the Child meetings

Advice from other agencies.

1:1 support from learning mentors.

Children with SEND talk about their needs, feelings and wishes as part of their individual SEND plan.

**How does Bell Lane Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

Bell Lane has very close relationships with the local authority, social and health services.

These include: Education Psychology services, Behaviour Support Services, Occupational Therapy, School Nursing, Social Services, Learning Support Services, Visual and Hearing Impairment, Speech and Language therapists, Communication Interaction and Access Team.

Within school our Pastoral Care Manager works very closely with all parents, making close links with the SENCO and outside agencies.

- The authority also have a central team for children with high needs and they are involved at statutory assessment meetings.
- We involve other bodies by holding regular multi agency meetings to support individual parents where required.
- CAMHS have good links out of school supporting parents and children.
- The authority have a parent support worker who can advise parents.
- We make close links with the high school and other schools within the academy trust and pyramid.

**Arrangements for handling complaints from parents of children with SEND about the provision made at the school. This includes arrangements for supporting children and young people who are looked after by the local authority and have SEND.**

If you have any concerns about your child's provision you should contact the class teacher, SENCO or head teacher who will be pleased to arrange an appointment. A multi-disciplinary meeting may be held where input can be provided from all agencies involved with the child based on the child's provision.

If your concern is unresolved and you wish to pursue it further, the Education Authority has drawn up a complaints procedure (required under Section 409 of the Education Act 1996), which you may wish to consult.

The chair of the governing body is Mr Phil Groves.

The SEND governor is: Mr Roger Brown.

In line with the new SEN code of Practice:

"11.71 The proprietors of academies, free schools and independent schools **must**, under the Education (Independent School Standards) Regulations 2010, ensure that a complaints procedure is drawn up which is in writing and is made available to parents. The procedure **must** allow for a complaint to be considered informally in the first instance and then, if the parent remains dissatisfied, there should be a formal procedure for the complaint to be made in writing. If the parent is still dissatisfied the complaint can then be heard in front of a panel of at least three people one of whom **must** be independent of the management and running of the school. Should the parent still not be satisfied they can complain, in the case of academies and free schools, to the Education Funding Agency (EFA) acting on behalf of the Secretary of State or, in the case of independent schools, to the Secretary of State directly. Both the EFA and the Secretary of State will look at whether the school handled the complaint properly, rather than the substance of the complaint."