



# THE BRUNTS ACADEMY

## **Special Educational Needs Policy**



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## **1. General Data Protection Regulations**



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25<sup>th</sup> May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Brunts Academy has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Brunts Academy has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.



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

A student 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 student 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 student 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 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 Nottinghamshire 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.

## **2. Mission statement**

The Brunts Academy is committed to providing an appropriate and high quality education to all students. We believe that all students, including those identified as having special educational needs, are entitled to good quality learning and teaching and a broad and balanced curriculum which is accessible to them. The Brunts Academy is fully committed to inclusion. We constantly seek to improve and develop cultures, policies and practices that include all learners and we aim to foster a sense of community and belonging to all.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We believe that all students should be equally valued in school, therefore we will strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe. We pay particular attention to the provision for and the achievement of different groups of learners such as ethnic minority and faith groups, learners with EAL (English as an Additional Language), looked after students and those with different academic needs such as Gifted and More Able.

All learners are individuals and we shall therefore aim to meet their individual needs to offer a personalised curriculum that they can access as well as social experiences that they value. This policy describes the way The Brunts Academy aims to meet the need of students who experience additional challenges in their learning, which may relate to sensory or physical impairments, cognition and learning needs, communication and interaction needs, or their social, emotional and mental health.



We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many students, at some time in their school career, may experience difficulties which affect their learning, and that these may be long or short term. At The Brunts Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve their full potential.

### 3. Aims and Objectives

#### Aims

We aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. The staff at The Brunts Academy value all students of all abilities and support inclusion.

Our aims are:

- To involve all staff and students in determine the best ways to support all students' needs within the school. There is flexibility in approach in order to find the best placement for each student.
- To ensure within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support students identified with additional needs will be part of this process.

#### Objectives

- **Identify the needs of students with SEN as early as possible.** This will be most effectively done by gathering information from parents, education, health and care services and feeding schools prior to the student's entry into the school.
- **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.** This will be co-ordinated by the SENCO and Designated Senior Leadership Team Members and 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 children, and involve them in all stages of their children's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for students within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone. This may be through Springboard meetings, Complex Case Resolution Meetings or through agencies such as The Family Service, CAMHS and our Family Liaison Officer.
- **Create a school environment where students feel safe to voice their opinions of their own needs.** This means providing regular SEN review meetings with students, parents and the pastoral team. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life



e.g. membership of the School Council, participation in student panel meetings, feedback opportunities as part of faculty reviews and co-construction of schemes of work.

#### **4. Responsibility for the coordination of SEN provision**

- The people responsible for overseeing the provision for children with SEN are Yasmin Ensor reporting to Wayne Norrie (CEO) and Miss Sutcliffe (Principal)
- Yasmin Ensor, SENCO, co-ordinates the day-to-day provision of education for students with SEN with support from Teaching Assistants.
- The School's Education Director responsible for overseeing the provision for SEN is Claire Leitheiser

#### **5. Arrangements for coordinating SEN provision**

The SENCO will ensure details of all SEN support records including individual education plans (IEPs) and structured conversations, as well as subject targets and additional records for all individual SEN students are stored electronically.

##### **All staff can access:**

- The Brunts Academy SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and students with Education, Health and Care Plans);
- Information on individual students' special educational needs, including action points, targets set and copies of their EP or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system SIMS or ClassCharts on individual students and their special needs and requirements.
- Information on current legislation and SEN provision on staff portal and common drive.
- Information available through Nottinghamshire's SEND Local Offer.

All Parents can access their child's information. This information is made accessible in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements, which will enable them to provide for the individual needs of all students. Parents will know the provision for their child and will be able to support us to review their child's needs.

#### **6. Admission arrangements**

See also our Admissions Policy.

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.

The feeder primary schools for the academy are:

- High Oakham Primary School



- King Edward Primary School
- Mansfield Primary Academy
- St. Peter's CE Primary School
- Sutton Road Primary School

The Brunts Academy also considers all applications from primary schools outside of the catchment area.

Where the number of applications for admission exceeds the number of places available, specified criteria will be applied to decide which children to admit, including consideration of students who have an Education, Health and Care Plan (EHCP) where the school is named in the child's EHCP.

SEN students will be offered additional visits to aid their transition to the academy, alongside the standard transition arrangements for all students. This will be facilitated by the Support team, as well as the feeder primaries and their TA support staff, to ensure that students feel safe and reassured about their move to secondary school.

## **7. Specialist SEN provision**

The number of students with SEN at The Brunts Academy is currently in line with national average.

We have a wide range of staff who specialise in SEN provision and support, including the SENCO, and Teaching Assistants, who all undertake regular training to develop their knowledge of SEN.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section **10**.

## **8. Facilities for students with SEN**

The school has a range of specialist SEN facilities in place. These are:

1. Adaptions to Physical Environments (lifts, lighting, wheelchair access, tactile steps, handrails etc.)
2. Assistive Technology
3. Increased access to the curriculum and assistance during examinations
4. School Transport

For more information see also our Access Policy.

## **9. Allocation of resources for students with SEN**

Some students with SEND may access funding additional to the school's notional budget. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Senior Leadership Team and the SENCO will be involved in key decision-making approaches to allocate resources to ensure that provisions are effective and meet the intended outcomes for SEN students. This is also the case for other sources of funding such as Pupil Premium, continuing care packages and high level needs funding (HLN) which is allocated to students with complex needs.



## 10. Identification of students needs

### Identification

See definition of Special Educational Needs on **pg. 3** of this policy.

### A graduated approach:

#### *Quality First Teaching*

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) 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.
- c) The student's subject teachers 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.
- d) The SENCO will be consulted as needed for support and advice and they or a team member will observe the student in class and scrutinise other data.
- e) Through (b) and (d) it can be determined which level of provision the student will need going forward.
- f) If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their student's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The student is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not necessarily place the student on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. Specific subject interventions or targets will be made available through the Weduc App.
- i) Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.

#### *SEN Support*

Where it is determined that a student does have SEN, parents will be formally advised of this and the decision will be added to the student's school record and also the SEN register. Students will no longer be categorised by School Action (SA), School Action Plus (SA+) and Statement, instead the Code of Practice they will be placed under one of the four main areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and Physical

Students with complex needs who have an education, health and care (EHC) plan will be identified and monitored according to the details set out in their plan, all other SEN students with less complex needs but





who still require support will be identified within one of the four SEN support categories depending on their primary need.

The aim of formally identifying a student with SEN is to help ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

*This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.*

### **Assess**

This involves clearly analysing the student's needs using our teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted 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, that barriers to learning are clearly identified and being overcome 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**

Planning will involve consultation between the teacher(s), SENCO 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 may 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 subject teachers remain responsible for working with the student on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher when related to that subject. They will work closely with teaching assistants and /or 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**



Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher(s) and/or tutor, in conjunction with the SENCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### ***Referral for an Education, Health and Care Plan (EHCP)***

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process. This 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. Unlike in many other local authorities, students with an Education, Health and Care plan do not automatically receive additional funding. Funding additional to the school's notional budget must be applied for, as outlined in the '*Allocation of resources for students with SEN*' section.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

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

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or 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:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=pXoEjtK7DOc>  
or by speaking to the ICDS Education, Health, Care -Assessment team on:

**0115 804 1275**

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the student's needs are not being met by the support that is ordinarily available. The school and the student's parents will be involved in developing and producing the plan.



- b. 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.
- c. 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 review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

#### **11. 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 school as is necessary, as far as possible, in line with the wishes of their 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 the student's parents for other flexible arrangements to be made, including provision in the school's Student Development Centre. In special circumstances, arrangements may be made to review the school curriculum for an SEN student, to facilitate their needs and ensure that they are accessing a programme of study that is suitable for their ability.

Our whole school procedure to ensure all students can access a broad and inclusive curriculum includes:

- Keeping staff fully informed of the special educational needs of any students in their charge 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. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEN.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group intervention / tuition is available where it is felt that students would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

#### **12. Inclusion of students with SEN**

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team, together with the SENCO to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students, from external support services through the termly Springboard meetings, the Early Help Unit, and the Multi-Agency Safeguarding Hub.

All students have the opportunity to participate in extra-curricular activities such as sports programmes, performing arts productions and outdoor activities such as The Duke of Edinburgh Award.



Specialist provision for SEN students which aids inclusion may be made to personalise the curriculum for individuals or groups of students with similar needs. This may include programmes which focus on developing literacy and numeracy and which also promote life skills such as the ASDAN programme and Step-Up or Functional Skills accreditations.

### **13. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and students throughout the year. This is undertaken in a number of ways, including surveys, a student and parent panel and also via parents' evenings. Information for all these can be found on the school website.

Student progress will be monitored on a termly basis in line with the SEN Code of Practice. This will include the mapping of SEN provision, and the monitoring, review and evaluation of interventions used to support students.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Senior Leadership Team, the SENCO and also the Education Director. Information is gathered from different sources such as student and parent surveys, teacher and staff surveys, parents' evenings, consultation evening, feedback forms and the school ClassCharts App. This will be collated and published by the Education Director of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

### **14. Complaints procedure**

See also our Complaints Procedure via the website.

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, who will be able to offer advice on formal procedures for complaint.

### **15. In service training (CPD)**

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

Our school operates a range of training programmes for all staff, including teachers and support staff. INSET days are used to train staff on changes to legislation and to develop skills in a wide range of areas. We also participate in local authority based training. This allows staff to update their knowledge of practices surrounding safe guarding and current issues for example self-harming, as well as facilitating training for groups of staff, including Teaching Assistants and Early Career Teachers, which offer more focused knowledge and expertise needed within specific areas or phases of teaching.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and the SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).



### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCO, who will then inform the student's parents.

The following services will be involved as and when is necessary:

- Designated Child Protection and Safeguarding Officer
- CAMHS
- Education Psychology Service
- Schools and Families Specialist Services
- The Family Service
- Family Liason Officer
- Early Help Unit
- Communication and Interaction Team

### **Working in partnerships with parents**

See also our Parent area on the school website.

The Brunts Academy believes that a close working relationship with parents is vital to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of students with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through mentoring with tutors, progress reports, parent's evenings, SEN provision reviews, and reports at the end of each term. In cases where more frequent or regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEN to the local authority Ask Us Nottinghamshire service where specific advice, guidance and support may be acquired.

If an assessment or referral indicates that a child 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 Education Director may be contacted at any time in relation to SEN matters, in writing via the school.

### **Links with other schools**

The school is a member of Greenwood Academies Trust, as well as the Brunts Family including the feeder schools. This enables the staff and school to build a bank of joint resources and to share advice, training and development activities and expertise.



## Transition

To assist SEN students with transition into KS4 and beyond into post-16, arrangements are made to support parents and students including help with applications, CVs, work placements and visits to colleges and other educational settings. Information is provided and shared by the school, such as records of progress and attainment, past and current IEP documents and also any structured conversations that have taken place that might be of use to aid the transitional process.

There are formal transition review requirements for SEN students in Year 9 and at their termly review meeting in the spring, transition plans will be started to help prepare students for adulthood. This may involve agencies working with parents and students to help to facilitate transition and to begin thinking about the students plans for post-16. The school's careers advisor will also be involved to help students to plan for their future.

### Links with other agencies and voluntary organisations

The Brunts Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- The Family Service
- CAMHS
- Schools and Families Specialist Services
- Social Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation. Parents and Carers are also invited to attend information evenings throughout the year to gain advice and support from other agencies.

In cases where a student is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their student unless there are over-riding safeguarding issues.

**Signed** R Sutcliff (**Principal**)

Date January 2023

**Signed** Yasmin Ensor (**SENCO**)

Date January 2023