



Jewell Academy
Bournemouth
an Aspirations Academy

SEND Policy and Information Report

Date of last review:	October 2019	Review Period:	1 year
Date of next review:	October 2020	Owner:	Rachel Godwin
Type of policy:	School	SCDB or Trust Approved:	SCDB

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Enable all pupils to access and be involved in all areas of school life
- Accept that special education provision is: educational provision which is additional to, or otherwise different from, the provision made generally for the children of the child's age in maintained schools
- Give opportunities for each individual to succeed
- Make learning accessible for all children regardless of learning style, gender, ability, medical need, disability, family, ethnic group, linguistic or cultural background.

2. 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' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' 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.

3. Definitions

A pupil 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 generally provided for others of the same age in mainstream schools

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Rachel Godwin. She can be contacted via the main office on 01202 774830 or email parents@jewell-aspirations.org

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision 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

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We monitor children's progress closely and use ongoing assessment to enable us to quickly identify children who may need additional help alongside high quality first teaching. At this point, teachers discuss concerns with the Special Educational Needs & Disabilities Co-ordinator (SENDCO) which may result in further assessment. This may include observations, discussions with children, reading, writing and/or maths assessments and

conversations with parents. We may also seek specialist advice where needed to support both the school and parents. We will make referrals for statutory assessments in consultation with parents and/or carers.

Children may need additional support for many reasons such as:

- They are struggling socially, emotionally or behaviourally;
- They are finding it difficult to keep up with their peers / national expectations;
- They are not making as much progress as expected;
- They are not making progress despite interventions
- They are not meeting their full potential.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- The child is at the heart of discussions and that their views are heard
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We closely track the progress of children on the inclusion register to ensure that progress is being made and that the provision being accessed that is additional to and different from is meeting the child's needs and having a positive impact. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

When your child joins us, we will endeavour to find out as much information about them as possible, through contact with parents and other settings or services who might have been involved with your child.

As part of the transition into school from pre-school settings, staff attend a transition meeting to meet with all pre-school providers to share information about the children who will be starting school. Reception teachers and/or the SENDCO will then visit any children in their pre-school setting to gain as much information as possible to ensure a successful transition. The children also have a gradual induction into Jewell Academy. Should there be a need, we will give staff pre-training, put a learning plan in place, visit other settings to meet staff and children and take careful advice on how to support your child.

As children move on to a new setting, we will ensure all information is shared with the relevant people. We are continuing to develop close links with our local secondary schools to ensure a smooth transition for pupils moving up to year 7. Thorough handover meetings with our feeder secondary schools allow us to share information with the school, or other setting the pupil is moving to. Additional transition visits can also be arranged for those who may need additional support.

Within an Aspirations Framework, our children learn vital skills embedded throughout our 3 Guiding Principles; Self-Worth, Engagement and Purpose, which are demonstrated through our 8 conditions: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action.

We very much take into account our children's varied life experiences and needs and provide them with as many opportunities as possible to find out about and explore the world around them and develop their skills for the future through our 'No Limits' curriculum.

5.6 Our approach to teaching pupils with SEN

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Nessy
- Lighthouse Nurture Group
- Twilight Bereavement Group
- Emotional Literacy Support
- Counselling
- A range of Literacy and Numeracy based support

The Inclusion Team and Senior Leadership Team (SLT) carry out regular learning walks and work scrutiny to ensure individual needs are being met.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations and reasonable adjustments to the curriculum and/or learning environment to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- In considering what adaptations we need to make, the SENDCO works with the Senior Leadership Team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

5.8 Additional support for learning

Within school, we have:

- 1:1 or small group interventions based on need;
- Learning Support Assistants trained in specific areas to support children with SEND;
- Learning Support Assistants trained to support learning in our classes;
- Work is also differentiated at appropriate levels through the planning process.
- The Inclusion Team oversees the pastoral system within our school.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Speech & Language Therapists
- Occupational Therapist
- Paediatricians
- Physiotherapists
- Early Help

5.9 Expertise and training of staff

All staff receive regular training and information from the inclusion team to support inclusive practice and meet the full range of our children's needs such as:

- The SENDCO holds the mandatory National Accreditation for Special Educational Needs Co-ordinators (July 2018).
- The Inclusion Team have all attended training on local Early Help Arrangements
- SENDCO & Deputy SENDCO attend regular inclusion networks
- Learning Support Assistants trained at levels 1, 2 and 3
- Attachment, Trauma and mental health
- Autistic Spectrum Disorder
- Social Stories
- Move to Learn/Learn to Move
- Speech and Language
- Hearing impairment in the classroom
- Drawing & Talking
- Counselling
- Trick Box

5.10 Securing equipment and facilities

We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an Education, Health & Care Plan (EHCP), we will ensure the provision specified in Part 3 is provided. We make every reasonable adjustment possible for our children and very much tailor our approach depending on areas of need that arise. We have a fully accessible building that allows full access to all areas of the site. Please see the Accessibility Plan for more information on this.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We actively encourage our children to participate fully in the broader life of the school. All children are given the opportunity to attend our breakfast club, age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules or impacted on the safety of others.

We make every effort to include all children in school trips. If an individual risk assessment is required, we will write this in order to ensure that everyone is fully included. We also prepare all children for any changes in their school day, such as trips and different activities.

5.13 Support for improving emotional and social development

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

- Encouraging them to be part of the school council
- We have a nurture group called 'The Lighthouse'. In addition to this, we have a Nurture Lunch club. There are also emergency passes to provide access for anyone who staff feel may benefit on a particular day.
- In addition, children have access to emotional literacy support on a small group or 1:1 basis. We also offer counselling on a 1:1 basis and mindfulness sessions in class.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The Inclusion Team make regular referrals to a wide range of additional services and access expertise as required, including the Bournemouth, Poole & Christchurch Outreach service BOOST where we work closely with teachers from a range of specialist settings including Linwood and Tregonwell.

Parents who have concerns regarding any specialist services for their child should contact the Inclusion Team for help and advice.

Sometimes, we may be unable to fully meet the needs of a child through our own provision arrangements. In these circumstances, we may carry out an Early Help Assessment, involving parents, the child and all agencies involved with them. The Inclusion Team are trained in Early Help arrangements and can access specialised help and support for children and their families through this.

5.15 Complaints about SEN provision

If you have a concern or complaint with any aspect of your child's SEN provision, please contact your child's class teacher in the first instance. If your concerns are not addressed, please consult the Inclusion Team so that we can try to resolve the issue. If your concerns are still not addressed, please contact the Principal, Mrs Lorna Head or the Vice Principal, Mrs Alex Waddington. The complaints procedure is available on our website.

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

As well as contacting the Inclusion Team for advice about special educational needs, the following impartial services can also offer support:

- Children's Information Service
<https://www.bournemouth.gov.uk/childreducation/childcare/childreninformationservice.aspx>
- Portage
<https://www.bournemouth.gov.uk/childreducation/working-in-childcare/early-years-send/portage-service.aspx>

- Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) <https://www.bournemouth.gov.uk/childreducation/sendiaass/SENDIASS.aspx>
- IPSEA <https://www.ipsea.org.uk/>

5.17 Contact details for raising concerns

The following members of staff can be contacted via the school office on 01202 774830 or parents@jewell-aspirations.org

- Rachel Godwin - SENDCO, Deputy Safeguarding Lead & Designated Teacher for Looked After Children
- Catherine Darby - Deputy SENDCO & Deputy Safeguarding Lead
- Ffion Maund - Family Liaison Officer & Designated Safeguarding Lead
- Kate Redman - CEO South Coast District - SEND Governor

5.18 The local authority local offer

Our local authority's local offer is published here:

https://facts.bournemouth.gov.uk/Synergy/Live/SynergyWeb/local_offer/

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions