



SEND Policy

Ernest Bevin Academy

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Part of United Learning

Responsibility: SENCO	Date Approved: Autumn 2024
Reviewed by: Governing Body	Review Date: Autumn 2025
Monitored by: Principal	

Ernest Bevin Academy follows the 2014 SEN Code of Practice, which is statutory guidance on duties, policies and procedures relating to Part 3 of the 2014 Children and Families Act.

- A child / young person (YP) with special educational needs should have their needs met;
- The Special Educational Needs (SEN) of children / young people will normally be met in mainstream schools or settings.
- Teachers have the primary responsibility for meeting the needs of all students in their class, including those with SEND.
- The views of the child / YP will be sought and taken account of.
- Parents/carers have a vital role to play in supporting their children's education.

Responsibilities

The Special Educational Needs Co-ordinator (SENCO) with day-to-day responsibility for the operation of the policy is Trudi Williams. She is supported by the SENCO Assistant, Deandra Crabbe. The named Governor is Natasha Singh.

Aims

- To ensure that all students receive a broad, balanced curriculum adapted to meet their learning needs
- To create an environment which values all students and enhances their self-esteem.
- To raise the expectations of all students and staff encouraging a continuing improvement in the quality of teaching and learning and recognising how students' achievements can be affected by those expectations.
- To provide support for all staff in delivering the curriculum, as they work to meet individual student needs, those with identified difficulties that are a barrier to learning.
- To provide clear procedures for the identification, assessment and monitoring of students with additional learning needs.
- To ensure a system is established for monitoring and evaluating all forms of Learning Support provision in the school.
- To encourage active parental involvement in partnership with the school in support of progress and wellbeing.

Objectives

- That all students with Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and Sensory needs gain access to the curriculum.

- That those students who may qualify for Access Arrangements are identified and assessed.
- That Learning Support staff and teachers work in the classroom in a collaborative learning and supporting style. To be aided, in many cases, by clearly written Learner Profiles.
- That Learning Support staff working in Departments, across Departments and/or in specific subject areas work with teachers to plan and adapt the curriculum where appropriate.
- That Learning Support staff highlight the specific needs of their targeted students for the subject teacher.
- That Learning Support staff effectively track targeted individual students' academic progress across to ensure progress and targets are met.
- The provision made for students with significant and high special education needs is regularly monitored through the EHCP review meetings. Other SEND students' progress is monitored by the SEND team through Provision Mapping additional to the whole college progress tracking system.
- That the quality of provision for students with SEND is regularly monitored by the Academy and the governing body.

Definition of Special Educational Needs

Special educational provision is education or training provision that is additional to or different from that made generally for others of the same age. The Code of Practice has adopted four broad areas of difficulty in relation to Special Educational Needs (SEN):

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental and Emotional Health.
- Sensory and/or Physical.

A graduated approach to SEND support

Students new to the school (Year 7 + casual admissions)

Students are initially identified by the SENCO during the transition process. These students are monitored over the course of the first term, data is collected on them to inform the SENCO's judgment about their level of need. This data includes Key Stage 2 scores; assessment data and feedback from teachers and subject leaders. The school will also seek to obtain all relevant SEND paperwork from the primary / previous setting during the Primary/Secondary Transition meetings.

Students Years 8 – 13

If there is a concern from teachers or parents / carers that a student has Special Educational Needs, an initial concern form will be completed. Once a need is identified, the graduated approach should be implemented: Assess, Plan, Do, Review.

The SENCO may call on other professionals, such as Educational Psychologists, Speech and Language Therapists and Counsellors to assist her in determining a student's needs.

The following are not necessarily considered to be special educational needs but may impact on a student's progress and attainment.

- Disability.
- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL);
- Being in receipt of the pupil premium grant.

- Being a looked after child;
- Being a child of a parent in the services.
- Any other factor that might impact on achievement i.e. behaviour difficulties (the school will take steps through a graduated response approach to identify if the behaviour is a response to an underlying need).

Supporting student needs on the SEND register

The process of supporting young people with special needs is now managed as a single category called SEND Support.

- The SENCO and the SEND team are responsible for managing the SEND register and managing provisions for students on the SEND register.
- Class teachers are responsible for monitoring the progress of SEND students in their classes and ensuring they are differentiating the teaching, tasks and resources for SEND students.
- The SEND register is reviewed at the end of every term in line with the whole school review of student progress.
- The Inclusion Panel meets weekly to consider the progress s/ information on specific students and all students with high levels of need.
- Students with an EHCP will have their progress formally reviewed at the annual EHCP review.

Criteria for exiting the SEND register

Students exit the SEND register if they fulfil the following criteria:

- Diminished the difference in achievement between themselves and their peers.
- If they were on a caseload, have been discharged from a service i.e. from Speech and Language Therapy.
- Have no identified need which would potentially affect them in the long term or impact on the rate of their academic progress.

Requesting EHC needs assessment

Most students' needs will be met at the SEND Support stage, however, if there remain ongoing concerns and a student is making less than expected progress, an Education and Health Care Needs Assessment (EHCNA) may be considered appropriate.

An initial Team around the Child (TAC) meeting will be held where specialist school staff, parents / carers and external agencies decide to make a request for an EHCNA. The request is sent to an appropriate Local Authority, with supporting evidence from external agencies. If the request is accepted, a multi-professional EHCNA assessment TAC with the parents / carers and young person (where appropriate) will be held. The purpose of the meeting is to confirm and agree outcomes for the student and propose the provision needed to achieve these outcomes. From the initial request to agreement of the plan is a statutory 20-week timescale.

Parents / carers also have the right to make the request themselves and can do so directly to the Local Authority. For Wandsworth applicants, independent support is available through Wandsworth Information, Advice and Support Service (WIASS) to complete this.

Students with medical conditions

The school is an inclusive community that aims to support and welcome students with medical conditions. The school fulfils its statutory responsibility to make the environment welcoming, inclusive and offer support to all students with medical conditions, providing

them with the same opportunities as others at the school. For more information see the Medical Conditions Policy.

Parent Contact

Inclusion staff attend all parents' evenings and open evenings / mornings.

All students with high levels of need and have an Education, Health and Care Plan (EHCP) will have regular TAC meetings to review progress and evaluate provisions in a holistic way.

Students on the SEND register will have Individual Learning Plans to support their specific SEND needs. Those plans will be reviewed termly and shared with parents.

Supporting students and families

We are committed to supporting our parents and families in a holistic way. The Local Education Authority offer and a link to the school's statutory requirements to provide a SEND Information Report can both be found on our website. The school accesses and makes Parents aware of the Local Offer.

Admissions

For SEND students with an EHCP

Applications received by the school from Wandsworth and neighbouring boroughs are each considered on an individual basis and considered against the following criteria: whether the school believes it can meet the identified requirements and needs of the child / young person and whether admitting the child / young person might be incompatible with the provision of efficient education or the efficient use of resources for all other students.

For SEND students without an EHCP

These arrangements are the same as for non-SEND students. Please see the school's admission policy.

Monitoring and evaluating SEND

SEND provision is monitored termly in line with the whole school monitoring policy. A range of monitoring is carried out including lesson observations, learning walks, work scrutiny, parent views, student voice.

On a strategic level, the provision is monitored and evaluated through the SEND action plan and regular meetings with the SEND governor and SEND link advisor.

The governing body reviews the SEND policy annually.

The school's arrangements for SEND professional development:

- The SENCO holds the NASENCO (National Award SENCO) and attends regular training and SENCO network meetings with the Academy and the Local Authority to keep abreast of new developments.
- SEND staff receive training specific to the role to deliver targeted interventions effectively.
- Changes in policy and procedures are shared with staff. All staff are familiar with the SEND Code of Practice.
- Information is regularly updated by liaison with EPs and other external agencies.
- INSET time and CPD allocation are designated to SEND throughout the school year.
- Outside agencies i.e: Educational Psychology, WAAS (Wandsworth Autism Advisory Service), Speech and Language Therapy, support training for staff as identified by internal audit/feedback.

- New staff joining EBA receive SEND training as part of their induction process.

Dealing and responding to complaints

Refer to the school's complaints policy.

Policy reviewed: Autumn 2024

Next review: Autumn 2025