

SEND POLICY– Summary of Key Points

The aim of this summary is to help identify the key points within this policy, along with any significant changes to BMAT’s approach to the issues it contains.

Please also take time to read the full policy, as this summary does NOT provide a complete picture of the entire policy contents.

Key Changes from Previous Versions of this Policy

Topic or Reference	Change to be noted
	More policies should read in conjunction with this policy than the original states. BMAT Medical Treatment of Pupils and Staff Policy and the BMAT Child Protection and Safeguarding Policy. BMAT Data Protection Policy, BMAT Admissions Policy
	Statement changed to EHCP
	One plan/support plan to cover both Essex and Newham
	Help and contact details for Newham
	Specifics regarding Admissions have been removed and reference made to consult the BMAT Admissions Policy for more information.
	SENCO changed to SENDCo
	Page 13 – 4 part approach to explained in detail identification and support.
	SEN offer has been removed from the end of the policy to create a separate policy document.

Important Points to Note about this Policy

Topic or Reference	Points to Note
Changes	See above. This policy needs to be read in full.

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**Schools,
 teachers and
 pupils freed
 to succeed.**
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SEND POLICY

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Document Control

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0.1	2017-2018	BMAT	Original BMAT policy for SEN and SEN Offer.
1.0	11/12/2019	Sophie Laing	Formatted onto new BMAT brand, with summary and edits.

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**Schools,
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Key definitions used in this policy

Pupils	Children and young people on roll in Trust schools/academies
School/Trust School	An Academy or school within BMAT
SENDCo	The Academy's Special Educational Needs Co-ordinator
Assistant SENCo	The Academy's Special Educational Needs Assistant Co-ordinator
Pastoral Support Manager/Officer	The Academy's designated Pastoral Leader
Director of Learning	In secondary school, each year group, or phase of year groups is led by a Director of Learning
Key Stage Leader	A member of teaching staff with responsibility for a specific phase of year groups in a Primary School
Executive Principal/Headteacher	The Executive Principal/Headteacher oversee the Headteachers/Heads of School
Head of School / Headteacher	An Academy is led by a Head of School or Headteacher the most senior leaders in the school.
The LGB	Local Governing Board
The Trust	BMAT
The Board/Directors/Trust Board	The Board of Directors of BMAT
PEP	Personalised Education Plan
LAC	Looked After Child
EHCP	Education, Health and Care Plan
BMA	Burnt Mill Academy
CS	Cooks Spinney Primary Academy and Nursery
ESJ	Epping St John's
FHS	Forest Hall School
FW	Freshwaters Primary Academy and Nursery
LP	Little Parndon Primary Academy
MC	Magna Carta Primary Academy
RDA	Royal Docks Academy
RY	Roydon Primary Academy
SFG	Sir Frederick Gibberd
STEM	BMAT STEM

Each BMAT school is legally defined as an Academy, regardless of whether the term 'school' is used to describe it in the policy.

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Context

This policy should be read in conjunction with the:

- BMAT Single Equality Policy
- BMAT Medical Treatment of Pupils and Staff Policy
- BMAT Child Protection and Safeguarding Policy
- BMAT Admissions Policy
- BMAT Data Protection Policy

This policy reflects measures established in law through the **Equality Act 2010** and emphasises that BMAT opposes all forms of racism, homophobia, prejudice and discrimination. **This Special Educational Needs and Disabilities (SEND policy) will be enacted in accordance with this Act and the school's own single equality policy.**

The **Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Legislation & Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Equality Act 2010](#)

[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 (SENDCOs) and the SEN information report

We are committed to the promotion of community cohesion in our Trust, local, national and global levels, comparing our Academy Trust community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

In accordance with the values of BMAT we pledge:

- to respect the equal human rights of all our pupils;

- to educate them about equality; and
- to respect the equal rights of our staff and other members of the Academy community.

We will assess and analyse our current Academy practices and implement all necessary resulting actions to ensure pupils are not discriminated against because of their:

- Age
- Disability
- Gender Reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and Civil Partnership
- Pregnancy or maternity

These 'Protected characteristics' have been set out in law in the Equality Act 2010.

BMAT is committed to eliminating practices, which could result in unfair or less favourable treatment for persons with a protected characteristic.

Young people covered in this SEND policy have such a protected characteristic (disability).

No pupil with a special educational need or disability will be harassed, prejudiced or discriminated against because of this characteristic.

Introduction and guiding principles

The inclusion of ALL children and young people of BMAT in working towards, and achieving, outstanding outcomes is essential if our mission is to be shared with the children and young people in our care.

Our mission is to work together to smash through the barriers that prevent our children from becoming confident, high achieving and independent individuals. BMAT's vision is of a community which provides an outstanding education for every individual attending it. BMAT schools will be places of aspiration, where individuals, including all children with a special educational need and/or disability, matter and confidence flourishes so that achievement for all is outstanding.

Our core values of: Self Help, Self-Responsibility, Democracy, Equality, Equity and Solidarity underpin our school, drive our policy making and inform our unshakeable belief in the intrinsic worth of every individual within our community. Our pupils will be inspired to achieve excellence in all their endeavors within an innovative, creative and supportive environment. We are committed to working in partnership with stakeholders to secure the success of this policy.

This policy sets out the expectations and requirements for **all stakeholders** of the school.

All schools within the BMAT are legally defined as academies, regardless of whether the term "school" is used to describe them in the following policy.

Scope

This policy is implemented across the organisation. This Policy also applies to the Trust's Board Members, LGB members, management and all staff. The school will ensure that the contents of this policy are communicated to all. All staff accept this policy when they join a BMAT school.

The school publishes this policy on its website. It is also posted on the Trust's own, separate website. It is made available to stakeholders.

Our Policy

This policy reflects the statutory requirements of legislation laid down in the Equality Act 2010 (see BMAT's Single Equality Policy). Obligations under this legislation are also reflected in our 'equality objectives' which reflect equality priorities of the academy including those with disabilities. Disability is stipulated under the 2010 Act as a 'protected characteristic'.

Aims

Our guiding principle is one of Inclusion. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

All our pupils have the right to an education, which is appropriate to their needs. It is our aim to provide learning experiences that are differentiated to take account of the needs and attainments of each student. In doing this we aim to minimise the difficulties that pupils will experience. Despite our efforts, some children will experience significantly greater difficulty than others and these pupils will need special consideration and provision. In making such provision our policy objectives are:

1. To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
2. To recognise that provision for children and young people with a special educational need or disability is the responsibility of ALL adults involved with the care and education of such young people and children.
3. To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils.
4. To ensure that, as far as possible, pupils with special educational needs can join in the everyday activities of the academy along with pupils who do not have special educational needs.
5. To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children.
6. To take into account the views of the pupils concerned in order to provide more effectively for them.
7. To promote effective collaboration with external services, health services and social services in order to ensure effective action on behalf of pupils with special educational needs and disabilities.
8. To liaise with agencies to ensure that ALL staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them.
9. The school will closely monitor & review progress towards these objectives.

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.

Roles and Responsibilities

The school wishes to fulfil its statutory duties towards pupils with special educational needs and in accordance with the SEN policy. In order to do this, we will support the Headteacher / Head of School in their endeavours to secure adequate resources, and to allocate them appropriately. They will receive reports on the effectiveness of the Special Needs and Disabilities Policy and the identified members will participate in training as necessary.

The Headteacher / Head of school has overall responsibility for the management of provision.

The SENDCo will:

- Work with the Head of School/Headteacher, Assistant SENDCo (where applicable) and LGB 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/carers, 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/carers are informed about options and a smooth transition is planned.
- Work with the Head of School/Headteacher & LGB to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintaining the SEND register and overseeing the records of all pupils with special educational needs.
- Liaising with all relevant external agencies, including the educational psychology service and other support agencies, the health and social services and voluntary bodies.
- Contributing to the in-service training of all staff.
- Identifying and assessing special needs, and monitoring the progress of pupils.
- Preparing and co-ordinating the preparation of One Plans/Support Plans for EHCP and SEND Support pupils.
- Ensuring strategies from EHCPs and One Plans/Support Plans are implemented by all school staff.
- Developing and maintaining resources for pupils with special needs.
- Organising and attending review meetings.
- Deployment and professional development of SEN Co-Educators and other adults who work with young people in the school.

The LGB link for SEN will:

- Help to raise awareness of SEN issues at LGB meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the LGB on this.
- Work with the Assistant CEO / Headteacher / Head of School and SENDCo to determine the strategic development of the SEN policy and provision in the school.

The Headteacher / Head of School will:

- Work with the SENDCo, SEN LGB and Assistant CEO, 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

Each class teachers is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants/Co-educators 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Action relating to SEN support will follow a four-part cycle of ‘assess–plan–do–review’ as recommended in the SEND Code of Practice. Details can be found in the **BMAT SEN Information Report at the end of this policy.**

Role of the SEN Co-Educator and Academic Mentors

It is the teacher’s responsibility to design “Quality First” lessons to meet the needs of all learners. It must not be considered solely the domain of the SEN co-educator; the teacher is the professional who takes the lead when planning lessons and differentiating the curriculum. The teacher must consult the Provision guidance/Support in Schools for SEND for strategies to support their teaching in the first instance.

The SEN Co Educator/Academic Mentor can work in a variety of ways under the direction of and in liaison with classroom teacher. They can help develop pupils literacy and numeracy skills, assist in identifying student’s needs, encourage the inclusion of pupils with SEND, assist in improving behaviour where pupils have social, emotional and mental health difficulties, providing for pupils who have medical needs. Work with individuals or groups of pupils under the direction of the teacher, monitor and record student’s progress.

SEN Co-Educators/Academic mentors are expected to provide regular written feedback in the workbooks of the pupils they support and plan their work for each lesson, in consultation with the classroom teacher.

The kinds of SEN that are provided for

Our Trust currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Oppositional Defiance Disorder (ODD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to ‘label’ a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Admissions

Admission arrangements are outlined on the Trust and school websites.

Where a child due for admission is known to have special educational needs the school SENDCo will gather appropriate information from the school the child has been attending and from other agencies known to have been involved, and subsequently share this information with relevant school staff.

When admitting children with SEND, the school must:

- Ensure decisions relating to their education are informed by the insights of the parents/carers and pupil alike.
- Have high ambitions and set stretching targets.
- Track their progress towards these goals.
- Keep under review the different or additional provision that is made for them.
- Promote positive outcomes in the wider areas of personal and social development.
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.
- To the maximum extent possible, ensure that pupils with SEND engage in the activities of the school alongside their fellow pupils.

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. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap (wide chronological difference) 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/carers. 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.

We take a four-part approach to identify and support pupils. Each stage must be followed thoroughly before an EHCP assessment is considered.

1. **Quality First Teaching** and
 - Teachers use strategies from the Provision Guidance/Support in Schools for SEND
 - First contact and involvement with parents.
2. **SENDCo involvement** and
 - Student placed on the SEN register
 - SENDCo observation and assessment
 - SENDCo meeting with parents
 - Strategies in place with teacher

- Strategies reviewed
- 3. One Plan/Support Plan** as a result of persistent and enduring underperformance.
- One plan meeting – SENDCo/Teacher/Co-Ed/Parent
 - Targets set
 - Monitoring
 - 6/8 weekly review of set targets (at least 2/3 cycles)
- 4. Educational Psychologist / professional involvement / EHCP** if there is likely to be a lifetime impairment, or a wide chronological gap.
- Investigation visit
 - Review visit

Involving Parents/Carers

We will have an early discussion with the pupil and their parents/carers 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 parent/carer concerns.
- 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 parent/carer.

In addition we will:

Formally notify parents/carers when it is decided that a pupil will receive SEN support or when a special educational provision is made for a pupil.

Seek the views of parents/carers at all stages of assessment and provision.

Try to get to know the parents/carers of pupils with special needs and encourage them to work with us in helping to address the identified needs of the child.

Work together to build up a more complete picture of a pupil and their needs.

Encourage parents/carers to feel able to ask about our provision and express their concerns to us.

Send copies of the pupil One Plans/Support Plans home.

Inform parents/carers of the review date and invite them to put forward their own views and contribute to target setting.

Involve parents/carers in the annual review of those pupils who hold an EHCP.

Each school will keep records of all who are parents/carers and have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day to day

responsibility for the pupil. We will seek to involve all parents/carers/and those who have parental responsibility in decisions about their child, whilst appreciating the sensitivities that may arise.

Assessing & reviewing pupils' progress towards outcomes

Information collected via:

- Teacher's records
- Evidence/views from the pupil and their teachers
- Data collection (reading tests, interim reports, half termly data drops)
- Teachers and SEN Co Educators/Academic Mentors meeting to discuss pupils
- Advice from external support services (if relevant.)

The SEND register at each school is reviewed regularly. If progress is adequate consideration will be given to removal from the SEND register. If progress is inadequate after several interventions have been put in place we will consider extra interventions and moving pupil to SEN Support in consultation with parents/carers. Teachers, SEN Co-Educators and relevant professionals contribute to a One Plan/Support Plan which is then collated by the SENDCo/SEND team.

If there are continuing concerns the school can consider requesting a statutory assessment. This will be carried out by the Authority and an Education Health Care Plan (EHCP) may be issued.

Access to information on SEND pupils

All records regarding SEND pupils are kept on the academy's data system and in the SEND booklet/Inclusion folders. Any member of staff may read this information but this information is confidential and cannot be removed from the school. Steps should be taken, in line with the school's data protection policy, to maintain such records securely (see **BMAT Data Protection Policy**).

A copy of the SEND Register and all One Plans/Support Plan are kept on the academy's data system and in the SEND handbook/Inclusion folder. **Strategies to support specific pupils are also to be found here and all staff are expected to consult with this document.**

All teaching staff have information for pupils they teach available on marking and record sheets and through their own class registration and assessment lists on the academy's data system. Staff are expected to use such data to plan appropriate learning activities for SEND pupils and to differentiate accordingly, in line with the school's teaching and learning policy (see separate school documents).

Resources

The SEND area has four sources of income. They comprise Key Stage funding for pupils with special needs; Funding for pupils with EHC plans and Capitation funding for resources.

When the Academy's budget is drawn up and approved, consideration will be given to the amounts delegated to the academy for children with SEND including children with an EHCP. The annual SEND report will also include

this information. The Headteacher / Head of school / Assistant CEO, will manage the allocated funds and will ensure that the best use is made of these resources.

This will be achieved by prioritising needs through the procedure described below and by ensuring that, wherever possible, pupils are appropriately grouped to optimise the use of staff time (teaching and co-educator/academic mentor) and equipment. Schools receive funding based on a banding level, reflecting the needs of the individual. A pupil with an EHCP and in receipt of additional funding, will receive appropriate support to best suit their individual needs. The school determine the support that the child needs and how to allocate the funding. This could be an additional adult, but is not always the case.

Key Stage 2-3 transition

Smooth and well managed transition between any school year is crucial for any child and especially so for a child with SEND. The transition from primary and secondary phases is incredibly important for SEND pupils, to ensure that they feel safe and prepared for life in their secondary school.

The SENDCo in both schools are responsible for KS2-3 transition, working alongside the senior leader for KS3. BMAT receives information regarding pupils with EHCP's usually in February. The secondary phase academy can then contact the appropriate primary school to begin to put a transition plan in place for the SEND pupils.

Nurture groups

Nurture groups are created where necessary, to provide a gradual transition from primary to secondary school for pupils with wide ranging special educational needs. Nurture groups provide a safe and supportive environment, in a specially created classroom in a school, where the pupils feel secure and valued. Nurture group teachers, collaborate with the co-educators/other adults to ensure a highly supportive curriculum for pupils in these groups. Having a small group with set routines and clear and consistent expectations means pupils feels more emotionally secure and their needs can be met more efficiently.

A Nurture Group has usually achieved below national standard in their key stage two SATS/performing significantly below national expectation across the three main subjects: reading, writing maths and science. They are taught in a small group, with a maximum of fifteen pupils.

A Nurture curriculum covers all aspects of the English, humanities and science curriculum with a strong focus on reading, writing, ICT and independent thinking.

Key Stage 3 to 4 nurture transition

Nurture groups can continue into KS4 in a similar format, however this may change depending upon the need of the pupils in KS4. Pupils are offered appropriate courses which may include, for example, vocational qualifications and other qualifications at level 1 or 2 offered by examination bodies. Specific pupils may require a more bespoke curriculum based around entry level, level 1, vocational and basic skills learning.

Support staff work with classroom teachers to differentiate work for the pupils to help them tackle learning in the classroom. Exam access arrangements are provided.

The KS3-4 options process – led by the senior leadership team (curriculum) will ensure the appropriate information, advice and guidance is given to SEND pupils and their parents/carers so they have equality of opportunity and access to high quality qualifications which will enable them to make progress at the end of the key stage can learn in a safe, supported and appropriately differentiated learning environment.

Access Arrangements at KS1/KS2/KS4

“Access arrangements are pre-exam adjustments made for individual candidates based on evidence of need and the candidate’s normally way of working. They exist to ensure all candidates have the same opportunity to be successful in their exams, and include reasonable adjustments for those candidates with a disability” (QCA website).

Pupils are assessed in KS1/KS2 and year 9 to see if they will qualify for any access arrangements.

These are pupils who:

- are referred by teachers as a result of consultation at this stage
- can be referred by parents/carers
- can self-refer
- can also have specific medical conditions to justify access arrangements

The assessment includes tests for:

- Single word reading
- Text level reading comprehension
- Reading fluency
- Spelling
- Writing fluency

The specialist teacher then writes a report containing information about previous history of need, history of provision, standardised score results from the tests taken and recommendations for access arrangements. Some pupils may qualify for arrangements on other grounds, e.g. because of visual or auditory impairments or on medical grounds, but will also need specialist teacher reports. Based on these reports, on-line applications are made to exam boards. Exam board approval must be gained and reports with evidence kept on file before any access arrangement can be implemented.

The range of possible access arrangements includes:

- additional time
- reader (except for MFL, English language)
- scribe
- transcript
- prompter
- practical helper

- rest breaks
- modified papers

Pupils and their parents/carers are informed whether they qualify for any access arrangement and given information about exactly what will be involved.

When receiving support, pupils sit their exams in a calm, quiet environment that is conducive to learning.

At all stages we work with the Exams Officer, exchanging information and meeting several times a year to plan or discuss any issues that arise.

Feedback from past pupils has been very positive about being seated in a smaller room than the main exam room and the benefits of the access arrangements received.

Progress/Transition at the end of Key Stage 4

All pupils on the SEND register will receive one to one interviews in order to support their transition beyond Year 11. Before pupils leave in July at least one offer of continued training/education will have been secured, even if dependent on KS4 exam results.

All leavers are tracked following the summer they leave and contact with SEND pupils will be maintained in order to ensure they do not become or remain NEET (Not in Education, Employment or Training). Since the raising of the participation age (RPA) came in to force, all leavers from year 11 are required to secure further education or training. Progress to employment without formalised training is not permitted and this entitlement is tracked by the school for those pupils covered by this SEND policy.

Making Referrals

If a member of staff feels a pupil in their classes is not making adequate progress in either learning they should firstly discuss the pupil with the HOF/subject leader to check if they can provide any additional strategies.

Consult the SEND booklet for strategies.

Essex consult - [Essex Provision Guidance Toolkit](#)

Newham consult - <https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel>

If the pupil's progress is still inadequate a SEND referral form should be filled in and passed to the school's SENDCo.

Access to the Curriculum and Inclusion

Each school must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared to their peers.

All pupils with an EHCP will have a One Plan/Support Plan drawn up. Other vulnerable learners and SEN support pupils will be monitored and interventions organised as appropriate. **The EHCP student's One Plan/Support Plan will outline the nature of a student's need and set out targets and strategies which can be adopted to**

ensure a student progresses in their education. These targets and strategies are shared with teaching staff and Co-Educators/Academic Mentors and it is expected that they are incorporated into planning for the identified child's learning.

For most children, access to the academy's broad and balanced curriculum is achieved by differentiation of classwork by the class teacher, together with general curriculum developments within subject departments which take account of the learning needs to all pupils. We recognise that teaching pupils with special needs is a whole-academy responsibility, requiring a whole-academy response.

At whatever phase pupils have reached, our emphasis will be upon including them alongside the other children, in the full range of activities the academy has to offer. This will be achieved by careful consideration of the needs of each child in consultation with teachers and specialists and by either modifying activities or by providing support that will help the child participate in them. Pupils with SEND should receive their full entitlement to a broad and balanced curriculum and one that is not narrowed by withdrawal for intervention. **Pupils will only be withdrawn from normal activities when it is felt that they will benefit from some intensive individual work on a skill, which has been identified.** Support will be provided predominately within the classroom and will focus on helping pupils to meet requirements for external examinations. Some pupils will benefit from reduced exam entry and additional study support time.

ALL staff from Nursery through to the end of KS5 are expected to be involved in supporting SEND learners; this is not solely the job of one individual or specific group of individuals. This requires close co-operation with the Heads of Faculty/subject or phase leader depending on whether it is in the primary or secondary phase, and their teams. Co-educators/Academic Mentors are given planning time within the working week to plan and liaise with teaching staff to ensure the support they provided is focused and sustained.

Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced suitably differentiated curriculum. Lessons are expected to be clearly differentiated for all learners and is clear in teacher planning.

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

- All of our extra-curricular activities and school visits are available to all our pupils, including before-and after-school clubs.
- All pupils are encouraged to go on residential trips that take place.
- All pupils are encouraged to take part in sports day/school productions/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council and other responsible roles.
- Pupils with SEN are also encouraged to be part of extra-curricular activities to promote teamwork/building friendships etc.

Supporting Children who are looked after by the Local Authority and have SEN needs.

Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHCP). DfE: *Promoting the education of looked after children & previously looked after children: February 2018.*

Most children with SEN do not have an EHCP. At BMAT we undertake to meet all identified needs through SEN support. However, children with higher levels of need will have EHCP's. A significant proportion of looked-after and previously looked-after children fall in to one of these groups.

In respect of looked-after children, the SENDCo will ensure that:

The special educational needs and disability (SEND) code of practice 0 to 25 years, as it relates to looked-after children, is followed.

Children's Personal Education Plans (PEP's) work in harmony with their EHC plan to, coherently and comprehensively, set out how their needs are being met.

The SENDCo will work with relevant professionals to consider how the EHC plan adds to information about how education, health and care needs will be met without duplicating information already in a child's care plan or PEP. Equally, the child's care plan, including their PEP, should feed into the care assessment section of the EHC plan.

The SENDCo will ensure that, with the help of the Virtual School Head, they identify signs of potential SEN issues, and access further assessment and support where necessary, making full use of the local authority support team.

Some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there are arrangements in place to ensure that any undiagnosed SEN are addressed through the SEND framework as soon as possible.

Any special educational support provided by the school for looked-after children with SEN but who do not need an EHC plan, will be looked at as part of the child's PEP and care plan reviews by the SENDCo.

For previously looked-after children, the SENDCo, class teacher, designated teacher and the specialists should involve parents when considering interventions to support their child's progress. They should agree the outcomes to be achieved through SEND support, including a date by which progress will be reviewed. Comments from professionals on proposed SEND provision will be welcomed.

Support Services

Each school utilises the support services provided by the LA or other bodies as appropriate, in providing for pupils with special needs. The Special Education Needs and Psychology Service and the Specialist Teacher Team may provide advice and direct support for pupils with special needs.

Where appropriate BMAT will liaise with appropriate services/agencies & these may include Health and Social Services departments, CAMHS, Family Solutions, Traveller Service and EMAS Service. Other services include the Speech and Language Service; Occupational therapy; Child and Family Consultation Service.

Concerns about SEN provision

If you want to complain about a school's [SEN support](#), you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's education, health and care (EHC) plan.

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the school's special educational needs co-ordinator (SENDCo).
2. Follow the school's complaints procedure.
3. Complain to your [local authority](#).

Complain to the [Education and Skills Funding Agency](#) instead of the local authority if **both** the following apply:

- the school is an academy or free school
- your complaint is not about an EHC plan.

There is a different process if you disagree with a decision your local authority has made about an [EHC plan](#).

EHC plan: Appeal to the Special Educational Needs and Disability Tribunal if you disagree with a decision your local authority has made about an education, health and care (EHC) plan.

Monitoring and Evaluation

The LGB of the academy will require the Headteacher/Head of School to evaluate the success of this policy. In order to achieve this, the Headteacher / Head of School will report annually to the LGB on:

1. The academic progress of SEND pupils as a distinct learner group
2. The number of pupils with special needs in each year group.
3. The pattern of resource allocation to pupils with special educational needs.
4. Additional resources allocated for pupils with SEND.
5. The level and pattern of support provided at each level average time allocated and the balance of in-class and withdrawal help.

6. Visits by specialist teachers, educational psychologists and other agencies.
7. Difficulties encountered in operating the SEND policy.

Some indicators of success of the policy will be:

- Good or improved attendance of children on the SEND register.
- Good or improved behaviour of children on the SEND register.
- Positive views expressed by parents/carers, e.g. at review meetings.
- Positive views expressed by pupils, e.g. at review meetings.
- Evidence of progress, e.g. as shown by improved performance in assessments, reading tests, examinations and teacher devised tests/ tasks and on screening tests.
- Effective support from the local authority and external agencies for pupils with SEND.

Contact details of support services for parents of pupils with SEN

SEND Information, Advice and Support Service: Help for parent/carers, or a child or young person who needs information, advice and support about special educational needs and disability issues. Offering impartial and confidential support over the telephone or in person around educational issues.

Essex

Helpline: 0333 013 8913.

Email: send.iass@essex.gov.uk

Newham

Helpline: 0203 373 2051, Mon – Fri, 10am – 2pm

Email: local.offer@newham.gov.uk

ISEssex Independent Supporters provide advice and support through the statutory assessment and education and health care plan (EHC Plan) processes to young people with special educational needs and disability, and the parents of children with SEND.

Families InFocus (Essex) is an independent, parent-led charity providing a range of support to families of children with disabilities and special needs across Essex.

Global Mediation offers independent SEN mediation service for disagreements between parents and the local authority or school. Call Global on 0800 064 4488 or email: sen@globalmediation.co.uk

Appendix A – School Information

Assistant CEO	
Headteacher/Head of School	
SENDCo	
Assistant SENDCo	
DSL	
Director of Learning 13	
Director of Learning 12	
Director of Learning 11	
Director of Learning 10	
Director of Learning 9	
Director of Learning 8	
Director of Learning 7	
Key Stage Leader	
Pastoral Support Manager	
Pastoral Support Officer	