



# SEN PROVISION

## 1 Sponsors' Statement

- 1.1 All The Bishop of Winchester Academy policies exist to support the Sponsors' vision, Christian ethos and values that are embedded in the day-to-day and long term running of the Academy. Each policy evidences the commitment of the Sponsors to the principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope. This policy contributes to the development of young people and the community through all Academy activities and in particular through the specialism of Enterprise and Innovation, and Maths.

## 2 Introduction

- 2.1 The SEN policy is written in line with the Children's and Families Bill September 2014 and the SEN Code of Practice 2014. The needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. The Bishop of Winchester Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.
- 2.2 The Bishop of Winchester Academy is committed to working with Academy staff, students, parents and appropriate external agencies in the assessment and review of students. A register of all SEN students is maintained and reviewed regularly by the Special Educational Needs Coordinator (SENCO).
- 2.3 The Bishop of Winchester's SEN information report (Local Offer) identifies provision the Academy offers for SEN students and accessibility for disabled students

## 3 Objectives:

- 3.1 The specific objectives of our SEN Policy are as follows: -
- To identify pupils with special educational needs and disabilities, assess these needs and ensure their needs are met.
  - To ensure that pupils with special educational needs and disabilities join in with all the activities of the school.
  - To ensure that all learners make the best possible progress.
  - To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
  - To ensure that learners express their views and are fully involved in decisions which affect their education.
  - To promote effective partnership and involve outside agencies when appropriate ensuring that all partners are aware of their responsibilities.
- 3.2 The success of this policy will be judged against the above objectives. The Governors' annual report will detail the successful implementation of the policy and effectiveness of the provisions made. An annual review is undertaken by the Governing Body and any amendments made in the light of review findings.

#### **4 Who does this policy apply to?**

- 4.1 This policy applies to all Academy staff, parents, and those students with special educational needs in the Academy.

#### **5 Who is responsible for carrying out this policy?**

- 5.1 All staff are responsible for the implementation of the SEN policy.
- 5.2 The Academy has a SEN Co-ordinator, Inclusion Assistant Vice Principal and an SEN Link Governor who takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The implementation of this policy will be monitored by the Governing Body of The Bishop of Winchester Academy and remain under constant review by the SENCo and the Inclusion Assistant Vice Principal.

#### **6 Special Education Provision in the Academy**

- 6.1 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from LSA's or additional interventions.
- 6.2 **High quality teaching** – differentiating for individual students is the first step in responding to students who have or may have SEN
- 6.3 **SEN support** – Where students are identified as requiring support/interventions additional to high quality teaching and differentiation
- 6.4 We are committed to early identification of special educational needs and adopt a graduated four part cycle to meeting need in line with the SEN Code of Practice 2014: Assess, Plan, Do and Review.
- 6.5 **Assess**
- 6.6 Information about previous special educational needs will usually accompany students upon entry to the Academy and this will be used by the SENCO to make sure appropriate provision is continued. For students already at the Academy a range of evidence is collected through the regular assessment and monitoring arrangements. If this suggests that the learner is not making expected progress despite high quality teaching, the class teacher will consult with the SENCO in order to decide on whether additional and / or different provision or assessments are necessary. There is no need for pupils to be identified or registered as having SEN unless the Academy is taking additional or different action.
- 6.7 New students joining the school are tracked by pastoral support and records passed to the SENCO after checking by the Head of Year. All 'vulnerable' students are identified on the Inclusion Register and closely monitored through the Inclusion, Year and Progress Team meetings e.g. EAL, CP, LAC.

## **6.8 Plan**

- 6.9 If a student is not making enough progress, teachers, SENCO and parents will work together to solve the problems. Desired outcomes will be discussed and Provision/action that is different or additional from that available to all will be recorded on an Access Plan. This will be written by the SENCO/ teacher / Learning Support Assistant / Head of Year in consultation with the student, parents, carers and other teachers when appropriate. The student may then be placed at SEN Support level on the SEN Register if additional interventions are needed and parents informed of this.

## **6.10 Do**

- 6.11 The quality of teaching for students with SEN, and the progress made by pupils, is a core part of the Academies teaching and learning standards. Lessons are planned to address potential areas of difficulty and to remove barriers to students' achievement. It is the teachers' responsibility to use the access plans and ensure they use the strategies and information to inform their planning and teaching. Identified interventions will be put in place by teacher / mentor / Progress Leader / Head of Year / CAVP / Inclusion AVP / SENCO
- 6.12 Staff are offered relevant opportunities for training in special needs issues through the Academy training programme or at external events as appropriate to develop skills and understanding when making provision in all teaching areas.

## **6.13 Review**

- 6.14 Interventions will be reviewed termly by Curriculum. Progress and Inclusion Leaders. Access Plans will be reviewed 6 monthly and desired outcomes and progress discussed with Student and Parents/carers who will be invited to participate in the review process. After a review either new targets will be set or the learner removed from the SEN register. Evidence of progress will come from termly assessments which feed into Sims Progress Tracker.
- 6.15 If, despite significant intervention at School Support, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. Pupils and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

## **7 External agencies**

- 7.1 The SEN Information Report (Local Offer) sets out clearly what support is available from different services and how it may be accessed.
- 7.2 When referral is agreed desired outcomes to be achieved through the support will be reviewed by SENCO, teacher, parent and specialist.

## **8 Identifying areas of need**

- 8.1 The Bishop of Winchester Academy uses the four areas of need outlined in the Code of Practice 2014 to identify individual's needs and work out what action needs to be taken. Support provided will always be based on a full understanding of strengths and needs of the individual and interventions targeted at their areas of difficulty.

### **8.2 Communication and interaction**

- 8.3 Students with speech, language and communication needs. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives
- 8.4 Students with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction, language, communication and imagination

### **8.6 Cognition and learning**

- 8.6 Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) – students who need support in all areas of the curriculum and associated difficulties with mobility and communication. Profound and multiple learning difficulties (PMLD) – students who have severe and complex learning difficulties, physical disability or sensory impairment.
- 8.7 Specific learning difficulties (SpLD) – affect specific aspects of learning e.g. dyslexia, dyscalculia and dyspraxia

### **8.8 Social, emotional and mental health difficulties**

- 8.9 Students experience a wide range of social and emotional difficulties, manifesting in many ways – withdrawn, isolated, challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties – anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms.
- 8.10 Students with disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder

### **8.11 Sensory and/or physical needs**

- 8.12 Students that require specialist support and/or equipment to access their learning – Vision Impairment (VI), Hearing Impairment (HI), multi-sensory impairment (MSI)
- 8.13 Students with a physical disability (PD) require additional ongoing support and equipment to access all opportunities available to their peers.

#### **8.14 Education, Health and Care Plans**

- 8.15 From Sept 2014 Bournemouth Local Authority will start replacing Statements with EHCP during a 3 year transition period.
- 8.16 When a student has been identified as SEN and the graduated assess, plan, do and review process identifies that a student continues to not make expected progress the Academy in consultation with staff, external agencies and parents will consider a request for an EHCP

### **9 Policy review**

- 9.1 This policy will be reviewed annually by the Academy Leadership team as part of the Academy annual review process.
- 9.2 This policy will be reviewed and submitted to the Governing Body for review every 2 years. This will allow Governors to assess its implementation and effectiveness.
- 9.3 This policy will be actively promoted and implemented throughout the Academy.
- 10 Reference should also be made to The SEN Code of Practice 2014 and other DFE guidance.