



## BRISTOL CATHEDRAL CHOIR SCHOOL

### MISSION STATEMENT

*Bristol Cathedral Choir School is a Church of England Academy with an ethos reflecting the Christian faith and with music and mathematics as its specialisms.*

*It aspires to be a learning community where all achieve their full potential in a supportive and tolerant environment, so that they can contribute fully to the society in which they live.*

Name of policy	<b>SEND</b>
Author of policy	<b>Kings Educational Consultants Ltd</b>
Governing group responsible for the policy	<b>Full Governing Body</b>
Date approved at Committee	<b>March 2015</b>
Date approved by Governors	<b>March 2015</b>
Date to be reviewed	<b>Annual Review September 2015 Full review March 2017</b>

### 1. Introduction

Bristol Cathedral Choir School (BCCS) is committed to the principle that every student has individual needs, has an entitlement to access the full curriculum offer and be fully included in all aspects of the life of the Academy, irrespective of ability, race, gender or need and should be respected and valued as individuals.

BCCS will address the needs of different groups of learners and deliver high quality learning and teaching practices which will allow every learner to achieve their potential. Where required, BCCS will adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the organisation to enhance its ability to support all learners. BCCS will seek to remove all barriers to learning and achievement.

### 2. Aims and Objectives

The aims of this policy and associated procedures are to ensure that:

- an inclusive approach to education is promoted at BCCS
- high quality learning and teaching is promoted for all learners at BCCS
- learners with special educational needs join in the activities of the school together with those who do not have special educational needs, so far as it is compatible with the efficient education of other learners
- BCCS meets its legal obligation to provide access to the curriculum for all learners whilst recognising their individual needs
- where the Principal or the appropriate Governor has been informed by the LA that a learner has special educational needs, those needs will be made known to staff
- all BCCS staff are aware of the importance of identifying and providing for learners who have special educational needs
- the Principal, staff and Governors report annually to parents on the effectiveness of this policy and provision for learners with special educational needs
- all staff are clear regarding roles and responsibilities in the implementation of the policy.

BCCS recognises that it has a responsibility to meet the needs of all learners in the institution and as such believes in early identification, clear assessment processes and appropriate provision for all learners. These are summarised on our graduated assessment and graduated response procedures – attached.

### **3. Legal Framework**

BCCS ensures inclusion practices relating to special educational needs are met according to the new legislation outlined in the Children and Families Bill (2014), the new SEN and Disability Code 0 - 25 and The Equalities Act, 2010.

### **4. Definitions**

BCCS accepts the definition below of SEND, as set out in the SEN and Disability Code 0 - 25

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision: that is, provision that is *different from* or *additional to* that normally available to students of the same age.

### **5. Disability**

The 2010 Equalities Act defines a disability as a physical or mental impairment which has a long term and substantially adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments effecting sight or hearing
- Long term health conditions (eg asthma, diabetes, epilepsy and cancer)

Students with these conditions may not have SEN but there is an overlap between disabled students and those with SEN.

### **6. Roles and Responsibilities**

#### **Designated Roles**

The person with strategic responsibility for SEND at BCCS is currently Tracy Kemp. (Esther Messenger from September 2015)

The Governor with responsibility for SEND is Gabrielle Pilgrim

The member of the Senior Leadership Team with overall responsibility for SEND is Rupert Moreton.

The designated SENCo for the academic year 2014 – 15 is Mr. Tracy Kemp

#### **Governors**

The Board of Governors must ensure that:

- BCCS has a policy for identifying and supporting the special education needs of learners (graduated responses)
- there are procedures for identifying and providing for learners' special educational needs;

- they have regard for the requirements of the SEND Code of Practice 0 -25
- they are fully informed about SEND issues, so that they can play a major part in BCCS self-review process
- they set up appropriate staffing and funding arrangements, and oversee the BCCS' work for learners with individual needs
- they, and BCCS as a whole, are involved in the development and monitoring of this policy
- there is a nominated Governor with responsibility for special educational needs
- SEND provision is an integral part of the BCCS development plan
- The quality of SEND provision is regularly monitored

### **The Principal**

The Principal must ensure that:

- the policies and procedure adopted by BCCS are fully implemented
- learners with special educational needs join in all BCCS activities alongside other pupils, as far as is reasonable practical and compatible with their needs and the efficient education of other pupils
- parents are notified if BCCS decides to make special educational provision for their child
- sufficient resources are allocated to the management of all aspects of the inclusion agenda, including provision for pupils with SEND
- the Governing Body is informed about SEND issues
- the implementation of this policy is monitored and reported to Governors

### **Designated SENCO**

Tracy Kemp is the Special Educational Needs Co-ordinator and as such is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for individual needs of pupils
- ensuring that an agreed, consistent approach is adopted
- liaising with external agencies and teachers to identify and support pupils with additional educational needs
- arranging detailed assessments, observations and support of learners with special educational needs
- overseeing the work of the Student Services Team with responsibility for supporting students in/out of class, in devising strategies, drawing up Individual Learning Plans (ILPs), setting targets appropriate to individual needs of the learners, and advising on appropriate resources and materials for use with learners and on their effective use of materials
- liaising closely with parents of learners with special educational needs so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintaining BCCS' special educational needs register and records
- assisting in the monitoring and evaluation of progress of learners with SEND through the use of existing BCCS assessment information on SIMS
- Contributing to the in-service training of staff in working with learners with specific needs
- Ensuring that all staff are given any necessary information in relation to behaviour management and other issues for particular learners
- liaise with the SENCOs in feeder schools to ensure smooth transition
- be responsible for the administrative processes surrounding students with SEND;

## **Teachers**

All teachers in BCCS are teachers of learners with special educational needs and as such the Academy adopts a whole school approach involving all staff adhering to a model of good practice. Teachers must ensure that they:

- are fully aware of this policy and the procedures for identifying, assessing and making provision for learners with SEND;
- are aware of the individual needs, including any SEN, of all learners they teach
- include all learners in lessons, providing an appropriately differentiated curriculum
- draw on the SENCo and Student Services Team for advice on assessment and strategies to support inclusion
- give appropriate feedback to enable progress to be monitored and effective reviews to take place

## **Learning Support Assistants (LSA)**

LSAs will work with small groups or individual students and must ensure that they:

- make themselves aware of BCCS' policy for special educational needs and procedures for identification, monitoring and supporting learners with specific needs
- are fully conversant with the individual needs of all of their mentees
- contribute as required to any review process
- raise any concerns with their line manager as they arise

## **7. Admission and Inclusion**

Inclusion is regarded as crucial to the policy. BCCS operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

BCCS will ensure that pupils with SEND are admitted on an equal basis with others in accordance with its admissions policy. Where a local authority proposes to name BCCS in a Statement of SEND or Education, Health & Care Plan made in accordance with section 324 of the Education Act 1996, it must give BCCS written notice that it so proposes. Within 15 days of receipt of the LA's notice that it proposes to name BCCS in a statement/EHCP, BCCS must consent to being named, except where admitting the learners would be incompatible with the provision of efficient education for other learners; and where no reasonable steps may be made to secure compatibility. Students with an EHCP/Statement of SEN, where BCCS is named on the Statement, will be offered a place prior to the allocation of places for other students.

In deciding whether a learner's inclusion would be incompatible with the efficient education of other children, BCCS must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

If BCCS determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LA's notice, notify the LA in writing that it does not agree that BCCS should be named in the learner's statement. Such notice must set out all the facts and matters BCCS relies upon in support of its contention that: (a)

admitting the learner would be incompatible with efficiently educating other learners; and (b) BCCS cannot take reasonable steps to secure this compatibility.

Where a student with a EHCP/Statement is admitted and the placement breaks down, BCCS will hold an emergency annual review of the statement and invite the SEN officer from Bristol/South Gloucs/North Somerset/BANES. BCCS will do all it can working in partnership with the relevant LA to secure an alternative placement, if this is the outcome of the annual review.

Full details of the ensuing process are located in the admissions policy which is available from BCCS or on the website.

## **8. Specialist Provision**

BCCS is Disability Discriminations Act (DDA) compliant.

## **9. Curriculum Access**

BCCS' curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. BCCS will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support. The curriculum will be differentiated to meet the needs of individual students Teaching styles and flexible groups will reflect this approach including the use of individual, small group or whole class contexts.

The provision for pupils with special educational needs will match the nature of their individual needs; teachers, tutors and the SENCO will keep regular records of the learners' special educational needs, the action taken and the outcomes.

Schemes of work will reflect whole school approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for learners who have marked learning difficulties. All supervisory staff involved in student support during break, lunchtime and enrichment will be made fully aware of the individual needs of learners and trained appropriately.

## **10. Procedures – A Graduated Response**

### **Identification and Assessment**

BCCS will use a range of methods to identify and assess the progress and needs of learners. This will include:

- Transition information
- Information from parents
- Information from external agencies
- Prior data from external measures
- Internal spelling and reading tests
- Diagnostic testing
- On-going monitoring and tracking systems
- Information from staff including reports, reviews and referrals
- Test scores

### **Graduated Intervention**

BCCS will develop a provision map of opportunities and strategies for intervention. Individual intervention plans will be determined based on provision mapping.

- **General intervention strategies for all:** Curriculum Leaders and teachers will ensure that schemes of work are differentiated and incorporate different learning styles. They will make use of the ICT equipment and vary outcomes of each lesson accordingly. They will be required to set and monitor targets, discuss difficulties with the SENCo or a member of the Student Services team and refer any student who is not making progress.
- **SEN Support:** Where a student fails to make the expected progress and shows signs of difficulty in some of the following areas : acquiring literacy and numeracy skills; presenting persistent behavioural, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, we will place the student on BCCS Special Needs Register and support according through an Individual Learning/Behaviour Improvement/PSP Plan/Student Passport, in a range of ways including:
  - Catch up sessions during enrichment and/or additional option time
  - Alternative classroom organisation and management
  - Additional literacy or numeracy sessions during enrichment and/or additional option time
  - Specialist learning support during lessons
  - Withdrawal from group for individual support
  - Use of specialist equipment

## 11. Monitoring and Evaluating Learner Progress

All students' progress will be monitored through the normal process of on-going formative and summative assessment. In addition to this the following reviews will take place for students placed on the Academy SEND Register:

- **EHCP/Statemented Learners:** Students with these will have an annual review as required by legislation which will involve learners, parents and appropriate representation from the Academy and other agencies. In addition, in line with the new Code of Practice, parents will be invited into school on a further two occasions during the school year to discuss progress.
- **SEN Support:** These students will all have at least one review during an academic year involving any of: the SENCo, Student services team member, tutor, student and parents. When required, reviews will be held bi-annually or termly.

## 12. Record Keeping

Detailed records will be kept of all student progress and all additional provision made to address their SEND. Those students receiving support will be identified on the Special Education Needs register. This will be updated at the start of terms 1,3 and 5.

## 13. Liaison and Other Support Services

As far as is practicably possible the SENCo will liaise with the feeder schools for students with special educational needs to ensure that the transition is as smooth as possible. This will also allow the SENCo to gather as much information as possible to help arrange the required provision.

BCCS will hold an agreement with the local authority to buy into traded services as required to ensure that appropriate provision and arrangements can be made. The Academy also has access to a SEND advisor on a consultancy basis, qualified to diagnose dyslexia and to offer additional support as required. The following external agencies are available for support as required for pupils at SEN Support and Statemented/EHCP level (this list is not exhaustive):

- SEND Support Services
- Educational Psychology Service
- Behaviour Improvement Team (BIT)
- Social Care
- The Hearing Support Service
- The Vision Support Service
- Education Welfare Service
- Child Adolescent Mental Health Service (CAMHS)
- Learning Partnership West

#### **14. Managing Parental Complaints**

With regard to special educational needs provision and arrangements, parents who have queries or concerns should contact Tracy Kemp, SENCo, who will ensure a response is received within 3 days. It is the intention of BCCS to maintain open and regular communication with parents at all times to ensure that all provision and arrangements receive full parental support and agreement. If parents are not satisfied with the outcome of such discussions then they should pursue the Academy complaints procedure as detailed in the policy located on the Academy website.

#### **15. Training and development**

Training requirements for all staff will be identified within BCCS plans for development in conjunction with an analysis of the needs of students at BCCS. This will be enhanced by outcomes from the line management and performance management processes. All staff will receive a special educational needs awareness session as part of their induction programme, targeted towards the needs of the cohort of students at BCCS.

It is acknowledged that there will be occasions where bespoke training is required to support students with specific conditions or needs of an individual student; this will be arranged by liaison with the appropriate external agencies.

In addition to that described above, voluntary training sessions will be held throughout each academic year to maintain an on-going awareness of strategies for supporting learners with special needs.

#### **16. Parental Partnerships**

Parental involvement in supporting and encouraging students with special needs is actively sought at all stages of the process from referral to assessment through to review as it is a crucial factor in achieving success. Parents are encouraged to raise any concerns by contacting the SENCO. Parents will be kept informed consistently in accordance with the recommendations of the Code of Practice.

Parents will also be able to contribute to the development of BCCS through the parental forum which will include opportunities to discuss the support given to learners with special educational needs.

#### **17. Student Participation**

Students will be encouraged to participate fully in decisions made regarding their education and as such all students, regardless of their particular circumstance, will be invited to meetings where their needs, potential provision and any arrangements are being discussed. There will also be opportunities through the Student Forum for the students' perspectives to be gathered on BCCS provision for all learners.

Graduated Response Intervention and Graduated Response Assessment is below; to be reviewed September 2015

