

Special Educational Needs and Disabilities (SEND) Policy

Incorporating
SEND Information Report

Creation Date	April 2021 (replacing the Inclusion Policy)
Implementation Date	April 2021
Review Frequency	Annually
Last Reviewed	May 2023
Approval	Full Academy Council
DfE Status	Statutory

Contents

Contents	2
1. Equalities Impact Screening	2
2. History of most recent Policy Changes.....	3
3. Aims and Objectives of this Policy.....	3
4. Legislative Compliance	4
5. Definitions	4
6. Roles and responsibilities.....	4
7. Data Protection Implications.....	6
8. Monitoring arrangements	6
9. Links with other policies and documents	6
10. SEND Information Report.....	6

1. Equalities Impact Screening

Date of screening: May 2023						
Name of person completing screening: Jen Cusack						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
Age		x		x		
Disability	x		x			See below
Gender Reassignment		x		x		
Race or Ethnicity		x		x		
Religion or Belief		x		x		
Marriage		x		x		
Pregnancy/ Maternity		x		x		
Sex		x		x		
Sexual Orientation		x		x		
Carers / in-care		x		x		
Should the policy have a Full Equalities Impact Assessment? No						
If no – please state reasons: The policy aims to have a positive impact on students with Special Educational Needs or Disabilities (SEND)						

2. History of most recent Policy Changes

Date	Page	Change	Origin of Change (e.g. TU request, Change in Legislation)	Actioned By
March 2021	Whole Document	Creation of new policy converting from the Inclusion Policy to a separate SEND Policy		Louise Coles SENDSCO Vic Boynton Vice Principal
March 2022	Whole Document	Annual review of whole policy		Louise Coles SENDSCO Jen Cusack Vice Principal
May 2023	Whole Document	Annual review of whole policy		Louise Coles Associate Assistant Principal and SENDSCO Jen Cusack Vice Principal

3. Aims and Objectives of this Policy

3.1 Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Bristol Brunel Academy will work to achieve the best possible outcomes for all young people and will ensure their opportunities for inclusion and promote equality of opportunity for all. Bristol Brunel Academy are committed to a truly inclusive environment for all young people regardless of ability or disability, social or economic status. Our Academy prioritises the importance of inclusion and is at the heart of our Academy culture and ethos.

We believe this will provide a safe and supportive learning environment whereby students can grow, develop and progress to their full potential. We seek to deliver a learning environment which promotes participation and removes barriers to learning and challenges students may face, to ensure our students succeed to the highest level of their own personal achievement.

4. Legislative Compliance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENDCOs) and the SEND information report.

5. Definitions

A student has SEND 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.

6. Roles and responsibilities

6.1 The SENDCO

There are two SENDCOs at BBA. Louise Coles the Associate Assistant Principal for Learning Support and SENDCO and Nathan Rutter SENDCO.

They will:

- Work with the Principal and SEND Academy Councillor to determine the strategic development of the SEND policy and provision in the Academy.

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and Academy Council to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the Academy keeps the records of all students with SEND up to date.

6.2 The SEND Academy Councillor:

The SEND Academy Councillor is Emma Thorn.

They will:

- Help to raise awareness of SEND issues at council board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy Council on this.
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the Academy.

6.3 The Principal

The Principal is Jon Jones.

They will:

- Work with the SENDCO and SEND Academy Councillor to determine the strategic development of the SEND policy and provision in the Academy.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any learning support 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 SENDCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

7. Data Protection Implications

The Academy uses and stores data related to student's SEND needs. All data use is in line with CLF Data Protection Policy.

8. Monitoring arrangements

This policy and information report will be reviewed by Louise Coles, Associate Assistant Principal for Learning Support and 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 Academy Council.

9. Links with other policies and documents

This policy links to our policies on:

- CLF Equality, Diversity and Inclusion Statement
- CLF Data Protection Policy
- Medical Policy
- Behaviour and Safety Policy
- Anti-Bullying Policy
- Accessibility Plan
- Positive Mental Health Policy
- Learning Support at Bristol Brunel Academy – User friendly document

10. SEND Information Report

10.1 The types of SEND supported

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

- Communication and interaction, for example, Autistic Spectrum Condition, Speech and Language difficulties

- Cognition and learning, for example, moderate learning difficulties, 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, medical conditions

10.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will be informed by previous settings. They will be assessed in reading, spelling and basic number skills.

Class teachers will make regular assessments of progress for all students 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

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

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

The Academy may conduct testing or screening to establish underlying needs, to inform early intervention and support.

For some students we may involve outside professionals for further assessment or advice, such as an Educational Psychologist or health services such as the Primary Mental Health Specialist from the Child and Adolescent Mental Health Service (CAMHS) or refer to the Community Paediatrician. We ensure that we work closely with parents and work in partnership with them at each stage of this process.

10.3 Consulting and involving students and parents/carers

We will have an early discussion with the student and their parents/carers when identifying whether special educational provision is needed. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

- We will formally notify parents/carers when it is decided that a student will receive SEND support.

All SEND Support students and students with Education Health and Care Plans (EHCPs) will have a dedicated keyworker, who is responsible for writing and updating a Student Profile, which is shared with all their teachers.

Parents/carers are invited to our Learning Support Evenings which are held 3 times a year, to review the provision and progress for their child as well as their Student Profile. During a period of home learning (e.g. National lockdown), contact will be made directly from key workers¹.

Parents/carers are encouraged to contact and meet with the team if they have concerns or questions at any point they feel necessary.

10.4 Assessing and reviewing students' progress towards outcomes

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

The subject teacher and learning support team will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behavior
- Other teachers' assessments, where relevant
- Impact of interventions provided through additional testing
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

We will review 3 times a year the effectiveness of the support and interventions and their impact on the student's progress.

All teachers and learning support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the Student's Profile.

10.5 Supporting students moving between phases and preparing for adulthood

Moving Schools: Year 6 to 7

¹ Key workers are member of staff who are a link for students on the SEND register.

Students with Education Health and Care Plans will already be known to the academy as the Local Authority will have consulted the academy about the placement.

In addition to the Academy's transition programme for all students, the SENDCo is in contact with each primary school to ensure that all transition needs are met. Any vulnerable learners will be offered an enhanced transition package, which will include visits to their Primary setting, additional visits to BBA, additional induction mornings or afternoons, and priority on the Academy's Summer School. Learning Support have a special transition booklet for students and parent and carers.

We recognise that there are children who find yearly transition tricky. We recognise that parental involvement is important, and we encourage input at any point in this process.

Moving into Key Stage 4 (Years 10 and 11)

BBA has a 2-year KS4 teaching curriculum.

Parents in Year 9 are invited to an options evening to discuss curriculum choices for Years 10 and 11. For students with SEND, the SENDCo will be available for additional guidance along with the Year Team and Senior Leadership Team. Additional guidance will also be provided through the Learning Support Parent Evenings where curriculum choices will be discussed or through key worker check-ins with students.

Moving to Post-16 Education

Throughout Years 7-11 students take part in a PSHE programme which include personal, social and health education as well as careers education. Students are introduced to a range of career options and access to career events and fairs held within the academy or externally. All students are supported to attend these events.

Some students with a high level of special educational need may benefit from a more personalised approach to preparing them for adulthood and benefit from an individualised programme of life skills. The Academy also has a ASDAN Programme at Key Stage 4 which focuses on building life and employment skills.

In preparation for Post-16 transition, each student meets with the Academy's Careers Advisor, Craig Jordan (craig.jordan@clf.uk) to plan out their options. For students with additional needs these meetings can be supported by key workers and /or parents.

For students with EHCPs, the SENDCO and Learning Support Team work closely with the Local Authority Team, Post-16 providers, parents and Craig Jordan to plan out the young person's transition to another setting.

Visits to post-16 provisions will be organised and are supported if necessary. The Academy staff will meet with the student, parents and the next provision to carefully

plan the young person's transition. The Academy will also offer ongoing advice and guidance following the transition process.

10.6 Our approach to teaching students with SEND

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

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students and our aim is to develop the independence and resilience of all learners including those with additional needs.

10.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources
- Using recommended aids, such as laptops, exam pens, text to speech technology, coloured overlays, visual timetables, larger fonts, writing aids etc.
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Careful and effective deployment of learning support assistants (LSAs) or teaching assistants (TAs)
- The Academy site is fully accessible to students, it has 3 lifts, wide corridors and doorways and has adaptable desks in all rooms. There is a hygiene room as well as disabled toilets on each floor.

10.8 Additional support for learning

The Learning Support Team provide in-class support and are trained to deliver interventions such as:

- Literacy Interventions
- Numeracy Interventions
- Speech and Language Interventions
- Social and Emotional Interventions with social skills, 1 Thrive Practitioner and 2 Emotional Literacy Support Assistants (ELSAs)
- The Personalised Learning Centre & Fresh Start – Personalised social and emotional mental health provision
- Handwriting and touch-typing
- Assistive technology and exams access arrangements

Intervention will be in groups or 1:1 depending on the intervention and needs of the student. Some students and classes may have access to additional adult support to support learning and access to the curriculum.

The Learning Support Team is led by the Associate Assistant Principal (AAP) and SENDCo Lou Coles, SENDCo, Nathan Rutter, the Leader of Learner Support, Sydney Wesley-Weeks and Inclusion Leads for the Personalised Learning Centre, Sophie Elsbury and Chloe Drake.

10.9 Expertise and training of staff

Our SENDCos have successfully completed the National Award for Special Educational Needs Coordination, two further members of staff are currently completing the National SENDCO Award.

The Leader of Learning Support has an MA in Psychology, and the Inclusion Leaders of the Personalised Learning Centre, with experience of working within alternative provision, lead on the day-to-day operational provision for all vulnerable learners.

The AAP Learning Support / SENDCo, has strategic leadership of the faculty as well as the provision for Key Stage 4 students and complex cases.

The SENDCo, Nathan Rutter leads on the provision for Key Stage 3 students.

The AAP for Learning Support, Leader of Learning Support and Inclusion Leaders are trained to Designated Safeguarding Lead level.

We have a team learning support assistants, including 4 higher level teaching assistants (HLTAs) who are specialists in Literacy, Numeracy, Speech and Language / Autism and physical and medical needs.

There is a team of 1.4 (Fulltime Equivalent FTE) mentors and 1.4 (FTE) learning support assistants as part of the personalised learning centre. These team members support students with social emotional and mental health needs.

The academy has one trained Thrive Practitioner and two trained Emotional Literacy and Support Assistants (ELSAs), to deliver interventions to support student's emotional literacy.

We use an independent specialist Speech and Language Therapist for speech and language assessments, planning and delivery of interventions as well as providing advice and support to support teachers.

In addition to the universal provision for mental health, BBA has two trained School Counsellors providing support for students. The Academy also accesses provision for early intervention for mental health needs through the Mental Health Support Team with Educational Mental Health Practitioners and the Schools and Colleges Early Support Service SCESS.

Teachers are supported through the weekly Learning Support Newsletter with 'tips' as well as a termly all staff briefing 'spot lighting' different needs and strategies. These are followed up with drop-ins to lessons by the Learning Support Leadership. There is whole staff training delivered through dedicated workshops during training days and the CLF wide conference twice a year.

To ensure that the SENDCos remain updated and share best practice they attended a termly SENDCo CLF network which the AAP for Learning Support co-chairs. They attend the annual Bristol SENDCo Conference and the AAP is also a secondary school representative on the Bristol Local Authority Inclusion in Education Group (IEG).

BBA has a specific programme of professional development for the Learning Support Team and new staff are mentored by the HLTAs to develop their practice. BBA has taken part on the Bristol DELTA Programme, Developing Effective Leadership of Teaching Assistants, in collaboration with the Education Endowment Foundation and West Somerset Research School.

Please see Appendix 1 for a specific table of staff development linked to SEND for the past year.

10.10 Securing equipment and facilities

Access to facilities and equipment for students with SEND is outlined in the Academy's Accessibility Policy.

The Academy works closely with the Local Authority and Health Care Services to ensure students have appropriate funding and access to equipment and facilities.

10.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term three times a year
- Reviewing the impact of interventions after 12 weeks
- Using student and parent questionnaires
- Monitoring by the SENDCOs and leadership through learning walks, observations and looking at books
- Using provision maps to measure progress
- Holding annual reviews for students Education Health and Care Plans.

10.12 Enabling students with SEND to engage in activities available to those in the Academy who do not have SEND

All of our extra-curricular activities and visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s) which are organised by the Academy and adjustments will be made to encourage them to do so.
All students are encouraged to take part in sports day/school plays/special workshops, etc.
No student is ever excluded from taking part in these activities because of their SEND or vulnerability.

10.13 Support for improving emotional, social development and positive mental health

For more detailed information please refer to the [Positive Mental Health Policy](#). All students have access to universal mental health support through PSHE and the tutoring programme.

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

- Students are encouraged to meet with their key worker and share concerns they may have.
- Students with SEND are encouraged and supported to be part of the school council
- Students with SEND are also encouraged to be part of Duke of Edinburgh and Games Club to promote teamwork/building friendships etc.
- Students are identified to be part of the ASDAN, additional PSHE groups, art groups, sports teams, clubs, including the neurodiversity inclusion group to build self-esteem and social needs.
- Students can self-refer to the school counsellor or can be referred to SCESS.
- Peer to Peer mentoring is provided with supervision from the counsellor.
- Identified students have the opportunity to meet the care dog and receive targeted support through the trained ELSAs, social skills groups as well as the Personalised Learning Centre interventions.

We have a zero-tolerance approach to bullying.

Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn.

Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010.

Our ethos at Bristol Brunel Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND and embrace and promote neurodiversity, (please see the Anti-Bullying Policy).

Inclusion and difference are celebrated through specific assemblies and dedicated PSHE sessions, as well as raising awareness through national awareness events. For example: Mental Health; Dyslexia; Neurodiversity; and Autism Awareness Week.

Support for positive mental health is outlined in the Positive Mental Health Policy. The AAP / SENDCO is the Mental Health Lead and chairs the Academy's Mental Health Team, which oversees the universal and targeted interventions. BBA is currently accessing support from the Mental Health Support Team, through the work of two Education Mental Health Practitioners as well as the Schools and College Early Support Service SCESS. There are consultations with the Primary Mental Health Specialist from the Child and Adolescent Mental Health Service CAMHS, who provide advice and support to staff.

10.14 Working with other agencies

In our academy, we have Learning Support Assistants and Staff with knowledge and experience of supporting students with a wide range of Special Educational Needs and Disabilities.

Bristol Brunel Academy also works with external services that include:

- Educational Psychologist
- Speech and Language Therapist
- Behaviour specialists
- Occupational Health Team
- Sensory Support Team (Visually-Impaired and Hearing-Impaired Teams)
- Bristol Autism Team
- Mental Health Support Team
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatricians and Health Services
- Off the Record, Creative Youth Network, Empire Boxing; Princes' Trust, Families & Young People's Service (FYPS), Families in Focus
- School Nurse

The introduction of Education Health & Care Plans has brought a greater emphasis on specialist services from health and social care being involved and communicating a joint approach to working with and supporting young people.

10.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made initially to the person responsible. For example, the class teacher, tutor, or SENDCO in the first instance.

If you are not satisfied that your concerns have been addressed informally, please refer to the [Complaints Policy](#). The BBA Academy Complaints Co-ordinator is Sue Limb (sue.limb@clf.uk) who can be contacted directly.

The parents of students 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

10.16 Contact details of support services for parents of students with SEND

- Lou Coles, AAP Learning Support SENDCo, louise.coles@clf.uk - 07850 076503
- Nathan Rutter, SENDCo, nathan.rutter@clf.uk - 0117 3772700
- Sydney Wesley-Weeks, Leader of Learning Support, sydney.wesley-week@clf.uk - 0117 3772700
- Chloe Drake, Leader of the Personalised Learning chloe.drake@clf.uk
Sophie Elsbury, Leader of the Personalised Learning Centre, sophie.elsbury@clf.uk - 0117 3772700
- Jen Cusack, Vice Principal jen.cusack@clf.uk - 07825 807373

10.17 The Local Authority Local Offer

Bristol SEND Local Offer is a website full of information for children and young people with special educational needs and disabilities (from birth to 25 years old) and their families.



<https://www.bristol.gov.uk/web/bristol-local-offer>

Bristol's Local Offer has information on:

- Education – including nurseries, schools and colleges
- Health services in Bristol
- Short breaks, personal budgets and direct payments
- Local events and activities for children and young people with special educational needs and disabilities

South Gloucestershire Local Offer can be found on their website:

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>

If your concern is with the local authority, then please contact the school or SEND and You SENDIAS – SAY <https://www.sendandyou.org.uk/> Tel: 0117 9897725



10.18 Additional Information There are also websites that offer support which are run by national charities. Examples are:

- The British Dyslexia Association.
<http://www.bdadyslexia.org.uk/>
- The National Autistic Society
<http://www.autism.org.uk/>
- The Dyspraxia Foundation -
<https://dyspraxiafoundation.org.uk/advice/dyspraxia-in-children/>
- The ADHD Foundation-
<http://www.adhdfoundation.org.uk/>
- The Social Communication Trust
<http://www.thecommunicationtrust.org.uk/>
- Anna Freud National Centre for Children and Families leading mental health charity.
<https://www.annafreud.org/>
- Tourette's Action <https://www.tourettes-action.org.uk/>

Appendix 1 Table of SEND staff development and training completed for March 2022 to May 2023

Mar-22	Making Sense of Autism	Bristol Autism Team	All staff Twilight
Mar-22	Scanning Pens	Scanning Pens	All Learning Support Team
Mar-22	Team Teach	Team Teach - Elementa	SCA, CDR
Apr-22	Senior Mental Health Training	Anna Freud Centre for Children and Families	LCO
Jul-22	Designated Safeguarding Lead Training Update	Safeguarding in Education (BCC)	LCO SEL CDR
Aug-22	Exam Access Updates and Training	PATOSS	LCO
Sep-22	Learning Support update and DELTA	SENDCo	All staff training

Sep-22	MPTA - Maximising the Practice of TAs 1 day course.	MPTA	Learning Support Team
Oct-22	National Award for SENDCO	Bath Spa University	APE MHU
Oct-22	ELSA Training	Bristol Educational Psychology Service	JFA DHO
Oct-22	Adverse Childhood Experiences Training	DFE	All Senior Leadership
Oct-22	INSET Differentiation and adaptive learning Carousel	NRU	Teaching staff
Nov-22	Inference Training	Rachel Symons CLF Institute	GSZ, HGR, LRE, GLO
Nov-22	CVI Training	Katie Moles, Guide Dogs	All Learning Support Team
Dec-22	Read Write Inc Training and Development Day	Read Write Inc	GSZ, HGR
Dec-22	ADHD Training	SEN Southwest services	KWT
Jan-23	MPTA Training and SEND Needs Carousel Training	SEND leadership	All staff
Feb-23	Administering Medication Update	CPD Online College	NCU, SYW
Feb-23	Autism Champion Training	Bristol Autism Team BCC	APE MHU
Mar-23	Evac chairs	In house following train the trainer SYW/NCU	All Learning Support Team
Mar-23	SEND Bullying Awareness	Anti-Bullying Alliance	All Learning Support Team
Apr-23	Thrive Practitioner	Thrive	NCU
Apr-23	MeLSA	Bristol Educational Psychology Service	LMO
Apr-23	Tourette's awareness	Tourette's Action	All Team - HLTAs and LSAs
Apr-23	ELSA	Bristol Educational Psychology Service	LRE
May-23	Trauma and Attachment	CAMHS	LCO