City Academy Bristol

ADDITIONAL NEEDS POLICY

Date of policy implementation:

Approved by: SLT   Date: November 2017

Contents

1 History of most recent policy changes

History of most recent policy changes Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation

2 Context

City Academy is a 950 place mixed gender academy situated in East Central Bristol. It serves an area of high deprivation and take students mainly from the local community (Lawrence Hill, Barton Hill, Easton, St Pauls, St George and Whitehall). The student profile is multi-cultural, multi-ethnic and multi-faith, with over 46 different languages spoken and 47.42% of students speaking English as an additional language. 34.3% are free school meals, 70.8% Pupil Premium and approximately 16.8% students have special educational needs.

Bristol is eighth largest city in the UK, with a population of approximately 437500. 18.7% are children with 28% of those being BME (Black Minority Ethnic).

3 Vision

City Academy is a warm, welcoming school where everyone is valued. We believe that **"Every student a graduate -Every student a leader",** because we believe that each and every student has the talent and potential to succeed. At City Academy we aim to promote equality and tackle any form of discrimination, but more than that we believe in equity. We want to ensure that not only do our students have opportunities but they also have access to those opportunities. We seek to remove any barrier to access, progress, participation, achievement and attainment. We are able to do this by providing a broad and balanced curriculum both in and out of the classroom through structured lessons, Learning Family Time and assemblies. The learning experience we provide to our students aims to eliminate discrimination, advance equality of opportunity and foster good relationships.

Our vision is built on the following values:

Challenge - We challenge our students in their lessons, we challenge ourselves around our performance and delivery.

Trust - We constantly build trust with our community by being honest, transparent and

welcoming of external review.

Commitment - We demand the commitment of the staff to work with our students, the commitment of the students to their learning and the commitment of the community to work with the academy.

We are committed to fulfilling our duty to community cohesion. We promote the notion of pride in living in Britain alongside the British values of democracy, individual liberty, the rule of law and tolerance and respect for those who may have a different belief or culture.

4. Legal Framework

This policy is written as guidance for staff, parents or carers, young people and professionals with reference to the following statutory frameworks:

- The OFSTED Common Inspection Framework 2015;
- The 0-25 Special Educational Needs and Disability Code of Practice 2014;
- The Children and Families Act (2014), Sections 19-84;
- The Special Educational Needs and Disability Regulations 2014 (Statutory Instrument 2014/1530;)
- The Equality Act 2010.

5. Scope

This policy applies to all learners attending City Academy Bristol and who have identified Special Educational Needs and/ or Disabilities. This policy also relates to all learners attending City Academy Bristol who have additional needs relating to English as an Additional Language.

This policy does not address the specific needs of learners with Medical Needs and Conditions, or of Children in Care, as their needs are outlined in separate policies which are referenced in Section 12 of this document.

6. Definitions

Additional Needs

We consider Additional Needs to include learners with a range of circumstances and requirements which require additional or different provision to be made for them. This includes, but is not limited to, Special Educational Needs and Disabilities, and English as an Additional Language.

Disability

A disability is defined under the Equality Act 2010 as '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where

a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

EAL

English as an Additional Language refers to learners whose first language is not English. They may already be fluent in several other languages or dialects. We do not consider English as an Additional Language (EAL) to be a Special Educational Need, and we recognise that learners with EAL benefit from the ability to live and learn in more than one language.

Learning Difficulty or Disability

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this policy to cover our whole age range, but includes LDD.

Provision for Special Educational Needs

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.

Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

7. Purpose of the Policy

The purposes of this policy are:

- To ensure that the academy complies with all relevant statutory legislation and guidance, including the Equality Act (2010) and the SEND Code of Practice (2014;)
- To ensure an accessible curriculum for all;
- To ensure transparency and clarity for learners, parents and carers, staff and professionals;
- To ensure equality of opportunity and participation for learners with additional needs who attend the academy;
- To ensure high levels of achievement and positive outcomes for learners with additional needs;
- To ensure that individual needs are met through a wide and responsive range of provision;
- To ensure that learners with additional needs feel included as a part of the academy community, and that their levels of satisfaction are high;
- To strive towards high level of satisfaction from learners, parents and carers.

8. Policy Statement

We will ensure that learners with additional needs are able to achieve their potential by:

- Recognising and articulating the value of diversity in our school community when we are planning of teaching and learning activities and of trips and visits, when we are organising our school environment, and when considering all other policies and frameworks;
- Seeking to foster good relations and mutual respect between groups of learners who have additional needs;
- Taking steps to address prejudice and discrimination against learners with additional needs, and striving to eliminate such prejudice and discrimination in our school community;
- Regularly monitoring the progress of all learners, identifying needs as they arise and providing support or personalised provision as early as possible;
- Mapping provision for all learners with additional needs to ensure that staffing deployment, resource allocation and choice of intervention is relevant and is leading to good learning outcomes;
- Maintaining a high level of staff expertise to meet students' needs, through well targeted continuing professional development;
- Working in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure that, where necessary and appropriate, there is a multi-professional approach to meeting the needs of learners with additional needs;
- To promote young people's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

For learners with SEND, we will aim to:

- Admit students on the basis of national statutory guidance:
  - For students with EHCPs or Statements, admissions will be made via the local authority who will consult with us as to whether we can meet the provisions outlined in their statements;
  - For students with SEND but without an EHCP or Statement, the usual admission process applies.
- Ensure that students with SEND are perceived positively by all members of the academy community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers;
- Provide a broad and balanced curriculum;
- Ensure access to this curriculum through the use of personalised strategies in the classroom, and with additional support and intervention from the Inclusion Team where appropriate;
- Provide exam access arrangements where these are in line with a learners 'normal way of working' in the classroom, or where professional advice has recommended specific access arrangements for a learner;
- Make every effort to narrow the gap in attainment between different groups of learners and others, recognising that an SEND might be an explanation for delayed or slower progress, but is not an excuse for lack of progress;
- Minimise the use of fixed-term and permanent exclusion for learners with SEND, and use these only where other alternatives have been exhausted;
- Focus on individual progress as the main indicator of success;
- Strive to make a clear distinction between underachievement – often caused by a poor early experience of learning - and SEN. We are aware that some students in our academy may be underachieving but will not necessarily have an SEN. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up. Other students will be identified as having SEN and this may lead to a different path of progress, though not necessarily to

under-achievement. It is our responsibility to ensure that students with SEN have the maximum opportunity to attain and make progress in line with their peers;

- Provide assessment of need in line with a specialism which is commensurate with the level of difficulty noted;
- Provide carefully planned programmes which address the root causes of any learning difficulty. These will be provided, initially, through additional support funded from the devolved budget;
- Recognise that inclusion is not just about educational outcomes, and ensure that all young people have the same opportunities for taking part in extra-curricular activities as their peers;
- Make our environment accessible for young people, staff, parents/carers and visitors who may have a disability and so planning any new initiatives or capital developments with improving access in mind;
- Listen to the voice of the learner and of their parents and carers in as much decision making as possible, in relation to their provision and education;
- Prepare learners to meet the demands of work, training and further education when they leave school.

For learners with EAL, we will aim to:

- Strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents and carers in our academy by respecting that diversity and reflecting it in our academy environment, curriculum, learning resources and partnership with parents and carers. We welcome the enrichment that linguistic and cultural diversity brings to our academy community;
- Ensure that no pupil will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other pupil applying for an academy place. Where parents or carers do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our academy. On admission, the pupil will have access to an induction programme which recognises their linguistic needs and provides a safe and secure start to their learning;
- Recognise that some parents or carers who are learning English may find it difficult to communicate with the academy and approach the academy regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents or carers in the life of the academy by, wherever possible, providing interpreting facilities at parents' evenings and other academy meetings and by providing key academy information in a first language format;
- Recognise the specific needs of asylum seeker and refugee children; liaise with specialist agencies including the HOPE Virtual School to ensure that their needs are met;
- Provide a broad and balanced curriculum;
- Ensure access to this curriculum through the use of personalised strategies in the classroom, and with additional support and intervention from the Inclusion Team where appropriate. We recognise that the routine and prolonged withdrawal from mainstream of young people with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of inclusive strategies, intervention and differentiation of the usual curriculum;
- Ensure that students with EAL are perceived positively by all members of the academy community, and that EAL and inclusive provision is positively valued and accessed by staff and parents/carers;
- Provide regular opportunity for engagement with first languages, including discussion and dialogue in the classroom; displays and activities which celebrate first languages; and the opportunity to achieve first language accreditation;

- Listen to the voice of the learner and of their parents and carers in as much decision making as possible, in relation to their provision and education;
- Prepare learners to meet the demands of work, training and further education when they leave school.

Links with Other Services

We work closely with other agencies to meet the needs of learners with additional needs. These include but are not limited to:

- Action for Children;
- ASDOT;
- Bristol City Council SEN Team;
- Bristol City Council TWS Educational Psychology Service;
- CYPS and *First Response;*
- Early Help;
- Education Inclusion;
- HOPE Virtual School for Looked-After Children;
- Hospital Education Services;
- NHS School Health Nursing Service;
- Parent Partnership Services;
- The Police;
- Youth Offending Team.

9. Organisation

The Inclusion team provides support and co-ordination for learners with a range of additional needs, including:
- Special Educational Needs and Disabilities;
- English as an Additional Language;
- Medical Needs;
- Looked-After Children.

The team is managed and led by the SENCO / Curriculum Leader for Inclusion.

The SENCO / Curriculum Leader for Inclusion is supported in this role by:

- Deputy Curriculum Leader for Inclusion: SEN (focusing on day-to-day co-ordination of provision for statemented students and those with EHCP) and;
- Deputy Curriculum Leader for Inclusion: EAL and Designated Teacher for Children in Care.

Further information about specific roles and responsibilities is outlined in the City Academy SEN Information Report 2017-2018.

Referrals for Inclusion Support are made through the academy's PSS (personalised student support) meetings, which take place every four weeks and are attended by key staff from the pastoral and inclusion teams. Emergency referrals can also be made directly to the SENCO / Curriculum Leader for Inclusion.

10. Responsibilities

All staff

All staff should be aware of this Policy and their responsibility for promoting the educational and social inclusion of young people covered by this policy and to ensure that they are aware of the needs of learners with whom they are working. All staff have a responsibility for maximising the achievement and opportunities for inclusion of all learners, including those who face particular barriers such as learners with SEND and EAL. Staff will be made aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards learners and their needs at all times.

All staff have a legal duty to advance equality of opportunity for all students and to challenge discrimination, harassment or bullying of any student (or staff member, parent/ carer or visitor) on grounds of their protected characteristics (e.g. their ethnicity, 'race', religion or belief, disability etc.) They also have a responsibility to promote good relations between different groups of students.

Regular training and briefings will be provided for staff on matters relating to inclusion and additional needs.

The Principal

The Principal is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn. The Principal and the Academy Council will delegate the day to day implementation of this policy to the Curriculum Leader for Inclusion.

The Principal will be informed of the progress of all learners with additional and any issues with regard to the Academy's provision in this regard through:

- Minutes of PSS meetings;
- Analysis of whole-academy progress tracking systems;
- Analysis of the Inclusion Register, provision map and provision lists as recorded on SIMS;
- Line management of the SENCO / Curriculum Leader for Inclusion, via the Assistant Principal for Student Culture.

Special Educational Needs Coordinator

At City Academy, the role of SENCO is incorporated into the broader role of Curriculum Leader for Inclusion.

In line with the recommendations in the SEND Code of Practice 2014, the Curriculum Leader for Inclusion, supported by the Deputy Curriculum Leaders for Inclusion: SEN and EAL, will oversee the day- to-day operation of this policy in the following ways:

With regard to SEND:

- Ensuring that the Academy complies with its duties under the SEND Code of Practice and other relevant legislation and keeping up to date with examples of best and innovative practice, disseminating this information to other staff;
- Ensuring that the views, needs and aspirations of the child or young person with SEND are paramount and their support is child centred;
- Ensuring that the views of young people and parents and carers are taken into account in all SEND process and planning as required by the Code of Practice;

- Maintenance and analysis of whole-academy provision map and Inclusion Register for learners with additional needs;
- Identifying on Inclusion Register a list of students with SEN, including those those in receipt of additional SEND support from the Academy's devolved budget, those in receipt of High Needs funding and those with Statements of Special Educational Need or Education Health Care Plans;
- Co-ordinating provision for young people with SEND;
- Ensuring that adequate assessments are undertaken of all young people with SEND and that action plans are agreed to support them; ensuring that the needs of any young people with disabilities are assessed and plans are put in place to make any 'reasonable adjustments' to enable them to access the environment, information provision and the curriculum;
- Liaising with, and advising teachers on appropriate strategies and interventions for all young people with SEND;
- Managing other classroom staff involved in supporting learners with additional needs;
- Overseeing the specialist records on all young people with SEND;
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all students with a Statement of Special Educational Need or EHCP and complying with requests from an Education Health and Care Plan Coordinator to participate in a review;
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention that a student may have an SEN which will require support above 'within school' budgetary thresholds;
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students who have additional needs;
- Ensuring that all young people with SEND have appropriate plans in place for their post-16 transition; liaising with post-16 providers and transferring information on young people with SEND as required by the national guidance;
- Evaluating regularly the impact and effectiveness of additional interventions for learners who have additional needs;
- Liaising and consulting with parents/carers and families of learners who have SEND and listening to their views of progress, in conjunction with pastoral teams and subject teachers;
- Attending area SENCo network meetings and training as appropriate.
- Liaising closely with a range of outside agencies to support learners with additional needs;
- Reporting at least annually to the Principal and the Academy Council on progress against this Policy and the Code of Practice for SEND 2014.

With regard to EAL:

- Working with the Principal to develop a culture where different cultures and languages and the skills of multi-lingualism are celebrated;
- Maintaining of a list of students with EAL, ensuring they are identified on the Academy's Inclusion Register;
- Advising on and co-ordinating provision for young people with additional needs relating to their ethnic or linguistic background;
- Ensuring all students with EAL are socially included and are able to access all aspects of school life including extra curriculum activities, student voice etc;
- Working collaboratively with teachers to plan for and teach young people with EAL as part of good mainstream teaching practice;
- Keeping up to date with national requirements and examples of best practice in the teaching and inclusion of students with EAL and disseminating that information to other staff;
- Managing other classroom staff involved in supporting young people with EAL;

- Overseeing the initial and on-going assessment records on all young people with EAL;
- Liaising with parents/carers of young people with EAL, in conjunction with class teachers and pastoral teams, to keep them informed of progress and listen to their views of progress;
- Identifying any gaps between students with EAL and their peers, and regularly evaluating the impact and effectiveness of all additional interventions;
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students with EAL;
- Supporting the smooth transfer of young people with EAL post -16, ensuring any new post -16 providers have information about their language levels and additional requirements;
- Contributing to the in-service training of staff on best practice in relation to EAL;
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the academy;
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents/carers have equality of access to essential information;
- Ensuring that all CEIAG support is accessible and positive action is taken to ensure students with EAL have the information they need about the educational system in the UK to make informed choices about future pathways;
- Taking positive action to ensure that parents/ carers who have English as an additional language can access all the information provided by the academy and have the information they need to support their young people in making the right education choices;
- Attending EAL network meetings and training as appropriate;
- Liaising closely with a range of outside agencies for linguistic minority learners;
- Ensuring that positive action is taken to ensure that students with EAL are able to have their views taken into account and are able to particulate in all learner voice activities in the school.

Subject Teachers:

The particular responsibilities of subject teachers are to:
- Provide outstanding quality-first teaching for all learners with additional needs by providing differentiated teaching and learning opportunities in line with the advice on the Inclusion Register;
- Liaise with the Curriculum Leader for Inclusion and Deputy Curriculum Leaders for Inclusion to identify students who may have unidentified SEND and to prepare a shared plan of action using the Assess, Plan, Do, Review model as outlined in the SEND Code of Practice (2014.)

11. Monitoring, Evaluation and Review

The SENCO / Curriculum Leader for Inclusion and the Assistant Principal: Student Culture will monitor this policy termly. An Annual Report on its implementation will be presented to the Academy Council.

An annual update on the School Offer on SEND along with a separate Annual Report relating to the inclusion of Children in Care as required by the Local Authority will also be provided.

12. Related Polices

Children in Care Policy

City Academy Disability Access and Accessibility Plan
City Academy SEN Information Report 2015-2016
Equality Objectives and Equality Statement
Safeguarding and Child Protection Policy
Supporting Students with Medical Conditions Policy

13. Impact on Workload

The implementation of this Policy should not impact on staff workload beyond the usual requirements to ensure that they are aware of individual information via IEPs, and differentiated planning. However, should policy reviews reveal an impact the Policy will be rewritten to take account of this.

Date Impact Equality Assessment Completed:
Policy to be reviewed: Insert Date