



Cabot
Learning
Federation

SEND Policy

Date Adopted: Date, Cabot Learning Federation

Implementation Date: September 2021

Last Review Date: October 2024

Next Review Date: October 2025

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
November 2022	Throughout	<p>Role changes – SENCO to Associate Assistant Principal, addition of Inclusion manager</p> <p>Update to Academy context</p>	<p>Change of role title and internal processes within the Academy</p> <p>To ensure an accurate picture of the Academy is portrayed in terms of the context of the cohort</p>
October 24	Throughout	Changes as necessary	Changes as necessary

Equalities Impact Assessment Screening

Date of screening:						
Name of person completing screening:						
	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			The policy aims to have a positive impact on students with Special Educational Needs or Disabilities (SEND).
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						

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1 Context

- 1.1 City Academy is a mixed gender academy situated in East Central Bristol with 983 student currently on roll. 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). Heading 3 or numbered paragraph.
- 1.2 The student profile is multi-cultural, multi-ethnic and multi-faith, with over 46 different languages spoken and 44.0% of students speaking English as an additional language. 49.0% are eligible for Free School Meals, 51.6% Pupil Premium and approximately 26.3% students have special educational needs.
- 1.3 Bristol is the eighth largest city in the UK, with a population of approximately 463,000. 19% of the Bristol population is under 16, and people whose ethnicity is coded as “Not White British” make up 22% of the overall population.

2 Vision Statement

2.1 Why does City Academy exist?

- So that every student has the choice to go to university/become a lifelong learner, choose their career/follow their passion and improve the world so that they make a positive contribution to society.
- We value grit, honesty and team spirit so that we can win in life.
- We educate everyone in our local community.
- We succeed by having exceptional people delivering exceptional planning.

2.2 We promote the notion of pride in living in Britain alongside the so-called “British values” of democracy, individual liberty, the rule of law and tolerance and respect for those who may have a different belief or culture.

2.3 We are driven by the Cabot Learning Federation “Heart” Values:



3 Legal Framework

3.1 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 2019
- The 0-25 Special Educational Needs and Disability Code of Practice 2015
- 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.

4 Scope

- 4.1 This policy applies to all students attending City Academy Bristol and who have identified Special Educational Needs and/or are disabled. This policy does not address the specific needs of learners who are speakers of English as an Additional Language, those with medical needs and conditions, or of Children in Care, as their needs and provision are outlined in separate policies which are referenced in Section 12 of this document.

5 Definitions

- 5.1 **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 them. This is the agreed legal term, but we realise this is not one that reflects disability equality, and we refer to the students in our specialist resource base as “CAB+ students”, and those in mainstream as having “additional needs”.

- 5.2 **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, and also includes those with learning difficulties, (including dyslexia and other neuro-linguistic difficulties) or mental health issues. 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.

- 5.3 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. Therefore, this need is covered in a separate policy.

5.4 Learning Difficulty or Learning Disability

A child of compulsory school age or a young person has a learning difficulty or disability if they;

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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 or mainstream post-16 institutions.

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

Inclusion – The policy and practice of changing the Academy so that it meets the needs of all students, rather than expecting the students with additional needs to “integrate” and fit in with existing practice.

5.5 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.

6 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 (2015)
- To ensure an accessible curriculum and inclusive learning experience for all students
- To ensure transparency and clarity on SEND policy and processes for students, parents and carers, staff and other professionals

7 Policy Statement and Process

7.1 We are committed to ensuring that students with additional needs are able to achieve their potential by recognising and articulating the value of diversity in our school community.

7.2 Our policy is to create and offer a range of valuable learning experiences to all students.

7.3 We do this by:

- Considering additional needs when planning teaching and learning activities including trips, visits and extra-curricular activities, when we are organising our school environment, and when considering all other policies and frameworks
- Taking positive action to ensure that all students can fully participate in the curriculum and the life of the Academy

7.4 **Our policy is to** actively create a culture of genuine inclusion in our school community.

7.5 We do this by:

- Fostering good relations and mutual respect between groups of students who have, and do not have, additional needs
- Taking steps to address bullying, prejudice and discrimination against students with additional needs, and striving to eliminate such attitudes
- Providing opportunities which enable the voice of students with additional needs to be gathered, listened to, and acted on – including pastoral and TA mentoring, Learning Family support and City Academy School Council.

- Recognising that students may have disabled siblings, parents/carers or other family members and ensuring that they are able to participate in the life of the Academy and their access needs are met
- Working closely with parents/carers; for example, involving them in the Assess-Plan-Do Review cycle and inviting them to collaborate on the production of statutory and non-statutory documents regarding their children's needs, as well as seeking and responding to their feedback on our provisions
- Supporting students for whom mental health or wellbeing difficulties are potential barriers to learning, with reference to the Cabot Learning Federation Mental Health Strategy and by making provision to meet these needs, including pastoral and TA mentoring, referrals to CAMHS and other agencies, signposting to freely available services including mental health support websites, and referrals to our in-house counsellor who works 0.8 offering talking- and art-therapy.
- Minimising the use of fixed-term and permanent exclusion for students with additional needs and using these only where other alternatives have been exhausted
- Making our environment accessible for young people, staff, parents/carers and other visitors who may be disabled and so planning any new initiatives or capital developments with improving access in mind

7.6 **Our policy is to** deliver high quality inclusive teaching leading to exceptional engagement and outcomes for all students

7.7 We do this by:

- Constantly reviewing the curriculum to ensure that:
 - a. students with additional needs are able to access appropriate qualifications and future pathways
 - b. it promotes disability equality through positive representation of disabled people and those with additional needs_
- Making every effort to narrow the gap in attainment between different groups of students, recognising that an additional need might be an explanation for delayed or slower progress, but is not a reason for lack of progress
- Maintaining a high level of staff expertise to meet students' needs, through well targeted continuing professional development which includes training from the Associate Assistant Principal for Inclusion / SENCO and input/drop-in opportunities with other professionals including Educational Psychologists and the School Health Nurse
- Carrying out effective observations, progress reviews, work scrutinies and Pupil Pursuit activities as part of an ongoing cycle of professional collaboration between the SEND Department and those leading Teaching and Learning
- Promoting young people's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others through universal and targeted pastoral support and a range of tailored interventions.

7.8 **Our policy is to** make additional provision that responds to individual and cohort needs, as well as delivering outcomes linked to personal independence, employability and wellbeing

7.9 We do this by;

- Regularly monitoring the progress of all students, identifying needs as they arise and providing support or personalised provision as early as possible
- Mapping provision for all students with additional needs to ensure that staffing deployment, resource allocation and choice of intervention is relevant and is leading to positive academic and holistic outcomes
- Ensuring that all funding for SEND activity is ring-fenced and is used appropriately, and that outcomes are monitored to ensure the spend has the maximum impact for students
- Effectively evaluating specialist provision to ensure maximum impact
- Working in a cooperative and productive partnership with the Cabot Learning Federation, the Local Authority SEND Department and a range of outside agencies, to ensure that, where necessary and appropriate, there is a multi-professional approach to meeting the additional needs of students
- Providing exams access arrangements where these are in line with a student's "normal way of working" in the classroom, or where professional advice has recommended specific access arrangements for a student
- Ensuring that a comprehensive and tailored Careers Information Advice and Guidance programme is in place for students with additional needs to help facilitate their progression into Post 16 provision and into work
- Applying a Graduated Response to ensure that students' needs are identified and met and that their independence as learners is also fostered

7.10 School admissions for students with SEND:

7.11 We admit students on the basis of national statutory guidance

7.12 For students with EHCPs, admissions are made via the Local Authority who consult with us as to whether we can meet their needs, by making the provisions outlined in their EHCPs.

7.13 For students with SEND but without an EHCP, the usual admission process applies. For any student joining City Academy with additional needs, the priority is to gather and share information regarding their needs, so that teachers can meet those needs in the classroom. Pastoral and SEND teams work closely together to support students with additional needs who

join the Academy, whether this is through consult, in September as Year 7 students, in-year admissions or those joining us from other schools, for example, on Negotiated Transfers.

7.14 The Associate Assistant Principal for Inclusion / SENCO retains overall responsibility for coordinating and monitoring the effectiveness of provision for any student with additional needs or disabilities, who is on roll at the Academy but attending an alternative provision.

7.15 Links with Other Services

7.16 We work closely with other agencies to meet the needs of learners with additional needs.

7.17 These include but are not limited to:

- Aspen Psychology Service (Educational Psychology)
- Bristol Autism Team
- Bristol City Council SEND Team
- First Response, Families in Focus and Social Care
- HOPE Virtual School for Children in Care
- Bristol Hospital Education Service
- School Health Nursing Service
- Talkspeech - Speech and Language Therapy Service
- Parent Partnership Services
- The Police
- Youth Offending Team
- Creative Youth Network and other providers of positive activities and mentoring

8 Organisation

8.1 Our Inclusion Team provides support and provision for students with a range of potential barriers to learning, including:

- Students with Special Educational Needs and Disabilities
- Students who speak English as an Additional Language
- Students with Medical Needs
- Children in Care
- Students who are vulnerable and/or whose families are supported by social care

8.2 The Inclusion Team is managed and led by the Associate Assistant Principal for Inclusion / SENCO, who is supported in this role by;

- The Associate Assistant Principal for Inclusion / SENCO
- The Safeguarding Team
- The Resource Base Manager
- The Inclusion Manager
- The Assistant Principals for Student Culture and Ethos

- Our Designated Teacher for Children in Care

8.3 Referrals for Inclusion Support are made through the Academy's regular Inclusion Triage Meetings, which are attended by key staff from the pastoral and inclusion teams, as well as through Extended Leadership Team meetings.

8.4 Responsibilities

8.5 All staff

- Should be aware of this Policy and their responsibility for promoting the educational and social inclusion of students covered by this policy
- Must ensure that they are aware of the needs of the students that they teach
- Have a responsibility for maximising the achievement and opportunities for inclusion of all students
- Are expected to demonstrate at all times a positive and sensitive attitude and response towards students and their needs
- 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 (i.e. their ethnicity, religion or belief, disability, sex, gender identity and sexual orientation)
- Have a responsibility to promote good relations between different groups of students
- Have a responsibility to read and understand this policy and to keep up to date with developments on SEND and Inclusion. Regular training and briefings will be provided for staff.
- Have access to a range of SEND-focused CPD on a regular basis, to ensure that teaching and support staff are best equipped to meet the needs of SEND students across the Academy and across the four broad areas of need outlined in the SEND Code of Practice (2015).

8.6 The Principal

8.7 The Principal is responsible for

- Ensuring there is an up-to-date SEND Policy in place and for its overall implementation, working with the Associate Assistant Principal for Inclusion / SENCO
- Ensuring that there is a culture of inclusive practice in the Academy
- Ensuring the Associate Assistant Principal for Inclusion / SENCO has the time and the necessary authority to deliver this policy, and is appropriately remunerated
- That SEND issues are incorporated into whole academy strategic planning and the additional needs of particular students are considered in policy development
- Monitoring and evaluating the progress of all students with SEND and making strategic decisions which will maximise their opportunity to learn
- Ensuring that all funding for SEND is appropriately targeted and monitored
- Ensuring that the SEND Annual Report is presented to the Academy Council

- Ensuring that the Academy meets its Equality Act obligations to make reasonable adjustments for any disabled students, staff members, parents/carers or visitors to ensure they can access the site and buildings, information and, for students, the curriculum
- Ensuring that relevant SEND-focused CPD opportunities are available to staff to support Quality First Teaching across the Academy.

8.8 The Principal and the Academy Council will delegate the day to day implementation of this policy to the Associate Assistant Principal for Inclusion / SENCO.

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

- Minutes of Inclusion Triage Meetings and ELT meetings
- Analysis of whole-academy progress tracking systems
- Analysis of the Inclusion Register, Provision Map and provision lists, as recorded on SIMS and on Provision Map software
- Line management of the Associate Assistant Principal for Inclusion / SENCO via the Assistant Principal

8.10 Associate Assistant Principal for Inclusion / Special Educational Needs Coordinator

8.11 In line with the recommendations in the SEND Code of Practice 2015, the Associate Assistant Principal for Inclusion / SENCO will oversee the day- to-day operation of this policy in the following ways:

- 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
- Working with the Principal and the Academy Council to determine the strategic direction and development of this policy
- Overseeing the day to day operation of this policy
- Co-ordinating provision for students with SEND
- Liaising with relevant colleagues when a student with SEND is also a Child in Care, a vulnerable student, a speaker of English as an Additional Language or a student with medical needs
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively_
- Working with the Principal and other colleagues to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that a range of assessments are carried out, where appropriate, to ensure thorough identification of SEND across the cohort
- Implementing a programme of Annual Review for all mainstream students with an EHCP and complying with requests from an EHCP Co-ordinator to participate in a review (The Resource Base Manager is responsible for reviewing EHCPs for students in CAB+)

- Referring to the Local Authority to request High Needs Funding and/or an EHC Needs Assessment when required in order to meet needs
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students who have additional needs
- Ensuring that all students with SEND have appropriate plans in place for their post-16 transition and liaising with post-16 providers to transfer information on students with SEND as required by the national guidance
- Regularly evaluating the impact and effectiveness of additional interventions for students who have additional needs
- Liaising and consulting with parents/carers and families of students who have SEND and listening to their views of progress, in conjunction with pastoral teams and subject teachers
- Attending federation and local area SENCO network meetings and training as appropriate
- Liaising closely with a range of outside agencies to support students 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 2015

8.12 Subject Teachers:

The particular responsibilities of subject teachers are to:

- Provide outstanding quality-first teaching for all students with additional needs by being aware of students' needs and providing adaptive teaching and learning opportunities in line with the advice given by the Associate Assistant Principal for Inclusion / SENCO and other professionals
- Liaise with those leading on Curriculum, Teaching & Learning and SEND to identify students who may have SEND and to prepare a shared plan of action using the Assess, Plan, Do, Review model as outlined in the SEND Code of Practice (2015).
- Monitor and review their curriculum to assure that it promotes disability equality and includes positive images of disabled people

9 Monitoring and Evaluation

- 9.1 The Associate Assistant Principal for Inclusion / SENCO, in collaboration with the Assistant Principal and the Principal, will monitor this policy.
- 9.2 An Annual Report on its implementation will be presented to the Academy Council.
- 9.3 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.
- 9.4 This policy will be reviewed at least every three years by the Academy Council.

10 Related Polices

Children in Care Policy
Disability Access Policy and Access Plan
SEND Information Report (Annual)
Equality Objectives and Equality Statement
Safeguarding and Child Protection Policy
Supporting Students with Medical Conditions Policy
Personal Assistance Policy
Tackling Bullying and Harassment Policy
Equality Diversity and Inclusion Policy
Admissions Policy

11 Impact on Workload

11.1 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 SEND Student Profiles, and adaptive teaching. However, should policy reviews reveal an impact the Policy will be rewritten to take account of this.