



Cabot
Learning
Federation

SEND Policy

Date Adopted: Date, Cabot Learning Federation
Implementation Date: September 2021
Last Review Date: October 2025
Next Review Date: October 2026

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Context

City Academy is a mixed gender academy situated in East Central Bristol with 978 students currently on roll. It serves an area of high deprivation and takes 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 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.

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.

Our vision and Values

City Academy provides an inclusive secondary education for students aged 11-16 and delivers strong student outcomes through high quality adaptive teaching and outstanding pastoral support. We also have a Resource Base within the school providing further support for students with higher level of needs associated with Speech, Language and Communication.

All students with SEND are valued, respected, and equal members of the school. We pride ourselves on our offer to students to ensuring that outcomes and needs are met, that every student has the choice to 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. Our staff believe that every student can achieve their potential regardless of any identified barriers to learning. Our dedicated staff provide a high level of adaptive teaching and learning experiences that are planned and sequenced to meet the needs of all students in our care.

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



Aims and Purpose

Our special educational needs and disabilities (SEND) policy aims:

To ensure that students with additional needs are timely identified through the assess, plan, do review, Graduated Approach

To ensure that all teachers take responsibility for the progress of all students identified as having additional needs in their classes and that resources are allocated appropriately

To support SEND students through a variety of ways which may include consultative advice and/or guidance for departments, individual teachers and parents, in-class support. Training in line with current policy, practices, and pedagogy .Also looking at Alternative Curriculum and Learning Pathways that accesses Alternative Learning centres and support.

Set out how our school will:

Support and make provision for pupils with special educational needs and disabilities

Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school

Help pupils with SEND fulfil their aspirations and achieve their best

Help pupils with SEND become confident individuals living fulfilling lives

Help pupils with SEND make a successful transition into adulthood

To facilitate effective communication between the school and parents/carers of children with SEND via a variety of methods

This policy takes account of:

The statutory Special Educational Needs and Disability (SEND) Code of Practice 2015

The Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

The Equality Act 2010 which sets out the school's duties to make reasonable adjustments

Definition of Special Educational Needs and Disability

In line with the SEND Code of Practice (2015), a child of compulsory school age has SEND if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age;

or

b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream or mainstream post-16 provision.

Children and young people may require special educational provision to be made for them arising from difficulties in the four broad areas of need described in the SEND Code of Practice:

Communication and Interaction:

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and Learning:

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia

Moderate learning difficulties

Severe learning difficulties

Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health difficulties

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or
- attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical needs:

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have a:

- sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Special educational provision describes educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools other than special schools, in the area. The Local Authority refer to this as Ordinarily Available Provision.

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.

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.

Identification of SEND

Year 6 to 7 Transition

The SEND Team works closely with primary schools. Our SENDCo or Deputy SENDCO attend Year 5 and Year 6 EHCP reviews (for those students who intend on coming to City Academy). We encourage early involvements at review meetings and in transition planning so that everyone clearly understands a child’s particular needs and how they can be supported.

The SENDCo, Deputy SENDCo, Head of Year and pastoral team liaise with all primary schools, Year 5/6 parents, and students with additional and special educational learning needs prior to their joining and continue to follow the Graduated Pathway.

All students are assessed within term 1 through the administration of tests such as New Group Reading Test (NGRT). Regular testing and in-class assessment data is also used in identifying student need.

Identification and Triage Process

When a special educational need is being considered, our SENDCo will audit the needs of the student to assess whether there is a potential special educational need and use information gathered from one or more of the following:

- primary to secondary transition by liaising with Year 6 teachers and primary SENDCos or, for midyear entry, from the child's previous school
- reports prepared by professionals
- assessments undertaken as part of the school's ongoing assessment process
- observations made by teachers, pastoral team or SEND staff in the classroom or at social times
- assessments undertaken by the SEND team

The SENDCo also meets weekly with Associate Assistant Principals for each year group, Attendance, and Safeguarding as part of an internal 'Triage' Process. Students' needs are discussed and a collaborative plan of identifying need is put into place.

Investigations of special educational needs can take some time to undertake as observations and assessments are carried out in school and with a range of professional agencies. **Ultimately the decision to award and amend an EHCP lies with the local authority.**

City Academy uses the four broad categories of need as outlined in The Code of Practice (2015) in identifying areas of SEND. Most students with SEND may have their needs met through Quality First/Adaptive Teaching. Some SEND students may need targeted support in the form of time-limited interventions. A few students, usually those with EHCPs will require more bespoke interventions.

Students also access our Resource Base which provides further targeted support.

Responsibilities

All staff

Should be aware of this Policy and their responsibility for promoting the educational and social inclusion of students covered by this policy

Teaching staff must ensure that they are aware of the needs of the students that they teach and adapt teaching to meet the needs of these students.

Teaching staff have a responsibility for maximising the achievement and opportunities for inclusion of all students and are expected to demonstrate at all times a positive and sensitive attitude and response towards students and their needs.

Have access to, and engage with 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).

The Principal

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 SENCO

Ensuring that there is a culture of inclusive practice in the Academy

That SEND is 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

The Principal and the Academy Council will delegate the day-to-day implementation of this policy to the Associate Assistant Principal SENCO.

The SENDCO has responsibility for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision using the Graduated Approach for children with SEND.

- Working with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Advising on the graduated approach to providing SEND support
- Liaising with parents/carers of pupils with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

Work closely to identify student needs undertaking observations, tests and supporting diagnostic assessments, where appropriate, for students who have been identified as having a possible learning need.

- Work with the exams lead on examination access arrangements in line with examination board regulations and JCQ guidance
- 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 to meet needs
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students who have additional needs for when they start as year 7 students
- 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

Working partnerships with parents and carers

In accordance with the SEN Code of Practice all parents of children with SEND should be treated as equal partners.

Parents will be supported and empowered to actively discuss their child's EHCP and provision as well as be supported to understand the process. We have Family Support Workers in school who play an active and important role in translating key documents and legalisation to parents/carers so that they understand what their child is entitled to and to answer any questions that they may have.

Monitoring and Evaluation

The Associate Assistant Principal for Inclusion SENCO, in collaboration with the Assistant Principal and the Principal, will monitor this policy.

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.

Accessibility Provision

The SEND department has a variety of rooms which are used exclusively to support students who have SEND.

All rooms at City Academy are wheelchair accessible. The Resource Base has an Accessible Toilet, a lift to all floors and a disabled PE changing room and toilet and a mobile hoist.

The DT block complies with building regulations as laid down by the DDA 2002. It has a lift to all floors.

Any alterations or adaptations to the building and curriculum are made as part of inclusive provision and with regard to the Equality Act and Disability Discrimination Act.

Links with Other Services

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

We also adopt a model of Alternative Learning Provision and access Bristol City Council's offer of registered local providers who can provide additional resources as to meet the needs of students with SEND.

Other external agencies that we work in partnership with

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

Related Policies

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