



Cabot
Learning
Federation



CABOT
LEARNING
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Inclusion / SEND Policy

IMPLEMENTATION DATE:
May 2016

REVIEW DATE:
October 2019

History of Policy Changes

Date	Page	Change	Reason for Change	Changes made by
May 2016	Whole Document	Adoption by the Cabot Learning Federation Post 16	Align policies with other Academies	Jo Grayson
June 2017	Whole Document	Review of Policy by SENCo.	Following Scrutiny panel process.	Andy Watch
2/10/2017	Whole Document	Reviewed and approved by Academy Council		

INCLUSION STATEMENT

The aim of this policy is to communicate the steps CLF Post 16 will take to enable all students, but especially those with an identified special need, to make progress in their learning and development during their time with Post 16.

CLF Post 16 will be inclusive to students who have:

Medical needs	see separate policy
Accessibility needs	see separate policy
Safeguarding (SG) needs	see separate policy
English as an Additional Language (EAL) needs	see Appendix 1
Special Educational Needs or Disabilities (SEND)	

This policy will focus on how we meet the needs of students with SEND.

Background information:

The CLF Post 16 is the provision for students aged 16 - 19 that caters for students with a wide variety of abilities, special learning requirements and disabilities. It currently operates across 6 academies in Bristol & South Gloucestershire: Bristol Brunel Academy, Bristol Metropolitan Academy, City Academy Bristol, Hanham Woods Academy, John Cabot Academy & King's Oak Academy.

The CLF Post 16 follows the DfE's current Code of Practice for special educational needs, that every teacher is a teacher of every child or young person including those with SEND. The principle of Quality First Teaching, meeting the needs all learners in the classroom is the focus.

Definitions:

According to the SEND Code of Practice (2014), Special Educational Needs are defined as:

“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.”

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
- 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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Therefore EAL students are not considered to have a 'Special Educational Need', but are seen to benefit from the ability to live and learn in more than one language. As such, our approach to working with such students sits outside of the normal SEND protocols. See Appendix 1.

Special educational provision means: For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

Aims & Objectives:

As a Post 16 provider our aims & objectives are to:

- Provide opportunities for every student to achieve success
- Ensure all students, whatever their special educational need or disability, receives appropriate educational provision through a broad and balanced curriculum that is appropriately differentiated
- Use the following approach to identifying and meeting the needs of SEND students: 'Assess, Plan, Do, Review' – See Appendix 2
- Involve parents/carers in planning and supporting students in all stages of their academic and social development
- Work collaboratively with parents/carers, other professionals and specialist services
- Ensure all staff and Governors are accountable for the SEND policy being implemented and maintained

Roles & Responsibilities & Key staff:

SEND Academy Councillor	Dereth Wood
Principal of Post 16 & Line Manager of SENCO	Kath Cooper
SENCo	Andy Watch
Accessibility Needs Coordinator	Andy Watch
Medical Needs Coordinator	***
EAL Coordinator	Andy Watch
Designated Safeguarding Lead	***
Deputy Designated Safeguarding Lead	Kate Knight
HLTA	Ian Harris

Academy Council:

The Academy Council (formerly Board of Governors) has important statutory duties towards students with special educational needs. The Councillors, with the Principal, decide the CLF Post 16's general policy and approach to meeting students special educational needs for those with and without Education, Health and Care Plans (EHCP). They will set up appropriate staffing and funding arrangements and oversee the CLF Post 16's work within financial constraints.

- The Academy council will do its best to ensure that the necessary provision is made for any student who has a special educational need and that those needs are made known to all who are likely to teach them.
- The Academy Council will ensure that a student with special educational needs joins in the activities of the CLF Post 16, together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- The Academy Council will report to parent/carers on the implementation of the academy's policy for students with special educational needs.

Special Educational Needs & Disability Coordinator (SENCO):

- The Special Educational Needs and Disability Co-ordinator (SENCo), in collaboration with the Principal and Academy Council, plays a key role in helping to determine the strategic development of the SEND policy and provision in the CLF Post 16 to raise the achievement of students with SEND.
- The SENCo takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for students with SEND, working closely with staff, parent/carers and external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- The SENCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. This will include the organising of any training needs.
- In addition, the SENCo manages any Learning Support Assistants (LSAs) in providing support to these students.
- The SENCo is responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs.
- The CLF Post 16 SENCo has overall responsibility for the day to day provision of the SEN Support, the line management of LSAs and the Post 16 counsellor and the implementation of the SEN Policy.
- The SENCo will coordinate provision for students with SEN, and ensure up to date information is available to staff as well as advising on strategies for successful integration and teaching of students with SEN.
- The SENCo is also responsible for monitoring and evaluating the impact of the SEN provision. The monitoring will include the analysis of the attendance and achievement data by SEN cohort as well as the more specific monitoring of bespoke interventions.
- The SENCo will be responsible for collating information from feeder schools whilst young people

are in Year 11 in order to facilitate a smooth transition and relay of information to key staff at the start of Year 12.

- Similarly, the SENCo will liaise with other colleges, universities, and work providers as necessary when the time nears for a young person with SEND to leave the CLF.

Approach to SEND:

1. The major cause of learning difficulties can be the curriculum and the way it is presented. The impact of learning difficulties can be reduced by the design and presentation of the ordinary curriculum. As such, teachers are responsible for ensuring the academic progress of students in their classes by the adoption of appropriate teaching and learning strategies as suggested in the Student Passports. These strategies include appropriate differentiation of learning tasks by method, materials and resources. The aim is that we help students progress, not just academically but in relation to all their needs.
2. Students may of course begin their time at Post 16 with no formally recognised SEND. Identification or flagging of such students can be done by any stakeholder; feeder schools, teachers, members of staff, parents or the student themselves. This would be the start of the graduated response. See Appendix 2. We would then consider the needs of the whole child and not just their individual educational needs. Further information, formative and summative assessments and student views would be gathered and if necessary screening tests for likelihood of dyslexia for example, may be carried out.
3. In turn this may lead to further assessment as to whether any exams access arrangements are required.
4. If it is thought there is evidence for a diagnosis of a condition, external agencies would need to be sought either through the student's GP or through contacts recommended by the CLF Post 16 team. These assessments can be expensive and as such the CLF Post 16 reserves the right to only pay for these in the most exceptional of circumstances.
5. The environment of each Academy and of individual classrooms can also have a dramatic effect on some Special Needs students. Adjustments will be made to expectations for individual students to allow them to move around each Academy at appropriate times. Whilst it is unfeasible to completely alter the learning environment in each classroom for every lesson depending on the needs of the student, staff will take into account these needs when arranging seating plans and planning lessons. This will also apply when students are sitting examinations.
6. For those students who find unstructured social times difficult, quiet, calmer areas can be found within each academy.
7. Teachers and support staff work together in planning, producing and operating programmes of learning for students experiencing learning difficulties. This information will be shared as appropriate with cover or supply staff.
8. SEN may be supported in various ways: differentiated classroom resources, LSA support, delivery of interventions, extra mentoring, purchase of external agency advice and input, specialist resources, alternative curriculum delivery and accreditation and, where appropriate, off site provision. As such,

students who have extra funding assigned to them may have that funding spent on any of the above. These interventions could also be in place for SEN students who are not in receipt of any funding.

9. Students with learning difficulties normally spend their time working with their peers in mainstream classes, helped by their class teacher or learning support assistant. Extraction from lessons will normally only be considered for a fixed period of time or when learning in the mainstream has consistently proved not possible, or to enable a specific intervention to be implemented which in turn will aim to help the young person in a holistic way.
10. During times of tests/exams/controlled assessments there may be increased demand on LSAs to provide 1 to 1 support in the form of scribing for a student. This may mean support is temporarily changed/or reduced for some students, lessons or interventions.
11. External agencies are consulted whenever it is considered to be appropriate and will be done following liaison with parents. As a school, we do not have anyone qualified to carry out an official Dyslexia diagnosis; this would have to be pursued privately by parents, either through their GP or by contacting the Dyslexia Action Centre directly. The SEN department may also be able to recommend other cost effective ways of having a diagnostic assessment. In accordance of the SEN Code of Practice, we expect teachers to be meeting the needs of all students, including those with dyslexia (or a high probability of dyslexia) with appropriate differentiation as laid out in Student Passports.
12. All staff at each Academy have a responsibility to register any cause for concern they may have about a student's learning needs with the CLF Post 16 SENCo. Students' special educational needs may be identified by anyone involved with the student's education. If a student is identified as potentially having SEN, discussions will be had with staff who teach that young person to see if observations are commonplace. Further discussions may then be had with the young person and parents may be informed and invited to discuss the situation further. Staff are also responsible for highlighting any concerns they have about the progress of SEN students, whilst demonstrating the steps they have taken to address the lack of progress.
13. The CLF Post 16 will undertake its statutory responsibility to review students' statements of special educational needs or EHCP annually, in conjunction with the Local Education Authorities. There will also be bi-termly reviews for students who **do not have a statement or EHCP**, as well as parents' evenings.
14. Faculties are responsible for providing appropriate materials for students of all ability levels.
15. We aim to ensure each Academy, its grounds and the facilities therein are accessible to students who have physical disabilities. If young people or prospective parents have any concerns, they should contact CLF Post 16 first to ensure the environment is suitable to meet their physical or medical needs.
16. Heads of Centre, Student Support Leaders and Academic Mentors are responsible for the pastoral care and tutorial provision for all students. Learning Support Assistants or the SENCo may also undertake this pastoral responsibility in certain cases.
17. Students with SEN are equally included and invited to attend any extracurricular activities, such as extended day activities and trips, provided Health & Safety and behaviour requirements are met.

18. If parents (or students themselves) are unhappy with anything to do with their child's SEND provision or anything to do with the policy, they should, in the first instance, make contact with the SENCo. If a cause for concern still remains after an agreed period of time, the Principal for Post 16 should be contacted.
19. Further guidance for parents can be found on the National Parent Partnership Network website and at <https://www.gov.uk/government/publications/special-educational-needs-sen-a-guide-forparents-and-carers-revised-2009>

Appendix 1: Inclusion of students with English as an Additional Language (EAL)

Definition: A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of academy.

EAL students are not considered to have a 'Special Educational Need', but are seen to benefit from the ability to live and learn in more than one language.

Ethos: We 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/carers in our academy by respecting that diversity and reflecting it in our academy environment, curriculum, learning resources and partnership with parents/carers.

We welcome the enrichment that linguistic and cultural diversity brings to our academy community. 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 good, inclusive strategies, interventions and differentiation of the usual academy curriculum.

Admissions:

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/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 a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision:

Students with EAL will have full access to mainstream provision regardless of their proficiency in English.

Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching. The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' or the British Picture Vocabulary Scale (BPVS)

- Additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their education. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL students will be monitored against 'The five codes of EAL proficiency' and against National Curriculum indicators.

Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Leader of Learning Support or SENCo. Provision will be recorded and monitored for effectiveness using the academy's provision map, in line with standard practice for all vulnerable learners in the academy. The pupil will not be placed on the SEND register for reasons of EAL.

Parental/carer support:

We recognise that some parents/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/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 translated format.

Appendix 2 – Graduated Response to SEN

