



Additional Needs Policy

'All teachers are teachers of SEN'
SEND Code Of Practice 2014

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SENDCo – G Watson
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Date Policy adopted by Governing Body	2 nd October 2018
Date of Next Review	Autumn 2019

Version Control

Current version	Previous version	Summary of changes made
Sep 2018	Sep 2017	Key personnel updated for staff/governor changes

ADDITIONAL NEEDS POLICY

1. Rationale

Bolton St Catherine's Academy provides a broad and balanced curriculum. The National Curriculum is our starting point for planning to meet the needs of students. Teachers set suitable learning challenges and respond to learners' needs. A number of learners have particular needs.

The need for provision arises as a consequence of a learner having special educational needs or disabilities (SEND). The Academy takes account of these requirements and makes provision to support individuals or groups of learners wherever reasonable adjustment can be made.

Children and young people may have SEND at any time during their learning journey. This policy aims to ensure the need of learners with SEND are taken into account. Learners with SEND face challenges, which can be reduced with specific provision.

2. Statutory reference and other policies

This policy is in line with the statutory requirements of the 1996 Education Act. It should be read in conjunction with the Academy's Equalities Policy and the Equality Act statement. The policy is updated in line with the SEND Code Of Practice 2014.

3. Aims

- To create an environment that meets the needs of learners through Quality First Teaching
- To ensure SEND are identified, assessed and addressed, reasonably
- To make clear the expectations of stakeholders in the process
- To identify roles and responsibilities of stakeholders in providing for SEND
- To enable learners to have full access to all elements of the Academy curriculum, with reasonable adjustments being made to enable this access where applicable

4. Procedures

4.1. Educational inclusion:

Through appropriate curricular provision, we respect the fact that learners:

- have different educational and behavioural needs and aspirations - we seek to create opportunities for all to achieve and develop from their particular starting points
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- benefit from different approaches and experiences

Teaching and Pastoral staff respond to learner's needs by:

- providing support for learners through consideration and specific teaching of communication, language and literacy
- planning varied experiences which develop individual understanding
- planning around physical and practical activities to enable a student's participation
- helping learners to manage their behaviour and to learn effectively
- Promoting mutual respect, care and support in a safe environment
- supporting individuals in managing their emotions and mental health

4.2. The role of the SEND Co-ordinator 'SENCO':

- manage the day to day operation of procedures
- co-ordinate, monitor and evaluate provision; maintain and manage resources
- support and advise colleagues
- maintain provision mapping,
- contribute to the records of learners with SEND
- act as a link with external agencies and parents; provide documentation

4.3. The Academy approach to SEND;

Quality First Teaching: The teacher supports the student through a differentiated approach enabling progress.

Accurate identification of SEND is key. The class teacher, Head of Year (HOY) or Head of School (HOS) inform the SENCO of their concerns. Assessment is made and appropriate pathways to be followed. These are dependent on specific need and may include support from outside agencies.

EHCP process is in line with national and local guidelines. Following a period of support and consultation with external agencies, an application is made to the Local Authority by the Academy. The LA may issue a formal Education and Health Care Plan after considering a range of advice and information.

4.4. Curriculum assessment:

The class teacher, HOY, HOS and the SENCO contribute to the assessment and monitoring of the learner's progress, in line with Academy practices. Assessment reflects a learner's progress across the whole curriculum. However, students with SEND may be assessed using smaller steps methods in order to provide detailed and accurate indicators. (e.g. PIVATS / TOMs).

There are times when, to maximise learning, opportunities are made available for learners to work in small groups, or in a one-to-one situation outside the classroom. This is decided by the teacher with support from the Pastoral Team/Assistant Principal/ SENCO/SLT.

4.5. Partnership with parents

The Academy like to work with parents in ensuring their child's progress and aims to keep them informed and involved. We rely on the understanding and knowledge that parents have of their children. We encourage parents to make an active contribution to their child's education, through termly meetings with teachers, phone contact and meeting with the Pastoral Team and through contact with Teaching and Learning Support staff. At these time we discuss termly targets and progress.

External referrals are made through an EHA – which parents are required to read and sign before any steps can be made to seek external support for children. Our website also details our Local Offer, which is a reflection of BSCA Provision Map.

4.6. Monitoring and evaluation

The Head of School monitors the progression of all learners with SEND within their subject. The SENCO monitors trends, identifies and assesses needs. The SENCO monitors interventions through an Intervention Tracker, which tracks provision and expenditure – ensuring value for money.

4.7 Additional specific needs:

Children with a diagnosis of Autistic Spectrum Disorder (ASD)

BSCA hosts one of two LA Resourced Provisions for students who have the following:

1. A diagnosis of ASD
2. A label of 'high functioning' i.e. students who are able to access a mainstream curriculum
3. An Education and Health Care Plan (EHCP)

Students are admitted to the provision ONLY via a LA panel which sits bi-annually. Students with a diagnosis of ASD or students with an EHCP and a diagnosis of ASD can and do attend BSCA without being placed in the provision. In this case students are in mainstream.

The provision available for students with ASD at BSCA is as follows. This is arranged on a 'pick and mix' basis, according to need. Students will be able to access provision for short bursts and in a timely manner, according to need:

- Speech and Language Therapy, either from a mainstream specialist or an ASD specialist (depending on provision)
- Elklan trained TAs
- Drama for social skills group
- Nurture Group to develop social skills and personal interaction
- Comic strips and social story sessions
- Lego Therapy sessions, to encourage play and social development
- Quiet Play Area for students who may be vulnerable
- Lunchtime dining club for students who seek company at lunch time
- Lunchtime games and craft clubs, to support self-esteem
- Specialist teacher and trained TA input
- Experienced and highly effective SENCO

Children with specific physical and medical needs

At the Academy we are always led by advice from NHS professionals for children who have a physical or medical need or disability. We work closely with physiotherapists, with occupational therapists and with the LA to ensure we are meeting complex needs. We will make any reasonable adjustment to cater for children's needs. In these cases parents/carers are invited to contact the school and arrange a meeting.

5.0 Disability Statement

Bolton St Catherine's Academy welcomes and fully supports the objectives set down in the Equality Act (2010).

We are committed to providing equality of opportunity for all who learn and work here. We respect and value positively differences in race, age, gender, gender identity, sexuality, ability, class, marital/civil partnership status, trade union activity, status as parent/carers, and age.

The Academy does not tolerate any prejudicial behaviour, on grounds of disability or to fail to make reasonable adjustments to overcome barriers to using services which may be caused by disability. The Academy considers all applications from people with a disability bearing in mind the aptitudes of the individuals concerned. Where an existing employee becomes disabled, every effort is made to ensure that employment with the Academy continues and provides appropriate training, career development and opportunities for promotion.

Statement

Bolton St Catherine's Academy recognises the wide range of needs and experiences of all its stakeholders and will:

- promote the acceptance of disabled people into its community through its location next to and work with Firwood School;
- provide advice and guidance to ensure individual learning needs are met, where reasonable adjustments can be made;
- provide opportunities for students (and their families) to identify their needs / disclose their disability;
- provide opportunities for stakeholders to identify their needs / disclose their disability;
- provide a reasonable level of support to enable a learner to achieve in subjects, as appropriate to their needs and aspirations;
- provide information outlining the facilities which are available specifically for children and adults people with learning difficulties and / or disabilities e.g. toilets, car parking;
- make reasonable adjustments to ensure that the physical learning environment meets the needs of its stakeholders;
- ensure that teaching styles meets the needs of learners;
- ensure confidentiality and disclosure are respected;
- within reason (including being mindful of financial constraints), provide specialist equipment and assistive technology;
- provide a continuing programme of staff development to ensure the provision of a high level of appropriate support for students and children who have learning difficulties and/or disabilities.

Bolton St Catherine's Academy aims to be a disability friendly environment for all.