

SEND Policy

Review Due:	
Last Review	September 2018
Applicable to:	Bristol Futures Academy
Reviewed by:	RLG

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0-25 (June 2014 – updated 1st May 2015)
- Bristol City Council Local Offer (see www.findabilitybristol.org.uk)
- Statutory Timescales and Process for Education, Health and Care Assessment flowchart
- Professionals' Guidance for completing an EHCP
- Bristol Futures Academy Safeguarding Policy
- Bristol Futures Academy Data Protection Policy

Rationale:

All pupils have an entitlement to the full range of educational opportunities available. It is expected that, given the nature of the pupil intake into a ALP, that a significant number of pupils will exhibit signs of learning and behavioural needs. Differentiation within the classroom will meet many of the needs of the majority of students. However, those students identified as having needs beyond this level will have additional provision made available by the Senior Leadership team. All aspects of intervention and support will be monitored and reviewed by relevant staff. This will ensure that any provision is co-ordinated and meets the ongoing needs of pupils and enables them to progress accordingly.

Aim:

Pupils within the ALP often arrive with literacy and numeracy levels below their chronological age. Many come with a history of failure within key subject areas and have made little progress throughout their primary and secondary education. Most have at some point been identified as having moderate learning difficulties and/or behavioural difficulties. The initial aim of all teaching within the ALP is to help pupils to reach a functional level which will enable them to cope with the demands of life after education

SENDCo:

The school SENDCo Robyn-Lee Gibb. SENDCo responsibilities:

1. Working with staff to identify students with SEND
2. Maintaining and updating the SEND Record
3. Advising staff on issues relating to SEND
4. Liaising with external agencies such as the Educational Psychologist
5. Assisting staff with fulfilling the requirements for EHCP's
6. Preparing Risk assessments on individual pupils

7. Working with the Learning Mentors to provide individual support packages

Admission:

All new pupils are assessed in all curriculum areas levels during the Induction period. Staff are informed of the results in Pupil Focus meetings where support strategies are discussed and concerns forwarded to the SLT. Pupils complete a PASS assessment, a Behaviour Self-Assessment and a Dyslexia Screener when appropriate.

Students with high SEND needs will be identified through baseline testing and information from previous schools (NFER Reading, SAT's, Spelling). During the first 2 months of their programme, key points have been identified on the path SEND pupils take, including initial assessment, EP consultation and Annual Review. In the case of pupils with EHCP's pending, the LEA will name the school the pupil should attend and the level of support required.

Assessment and review:

1. All IBP's are reviewed termly
 2. Curriculum Assessments are carried out every six weeks a year
- Access to the curriculum: All pupils have access to a broad and balanced curriculum. Teachers are responsible for any differentiation and management of LSA's needed to ensure pupils with difficulties have full access to all areas. Students with additional funding may receive support within or beyond the classroom.

External Support Services:

Bristol Futures Academy is committed to working with external agencies in order to provide the best possible package of support for each individual.

The school will seek the advice of appropriate support services at all levels of intervention but particularly when making submissions for statutory assessment.

Typical agency involvement may include;

- The Bristol Drugs Project Social Services
- Child & Adolescent Mental Health Services (CAMHS)
- Youth Offending Team (YOT)
- Family Intervention Team (FIT)
- Supportive Parents
- BROOK Sexual Health Clinic
- Bernardo's Against Sexual Exploitation
- Off the Record
- Catch 22
- Creative Youth Network
- Empire boxing
- Re:work

Educational Psychology Service

Bristol Futures Academy has commissioned have been working closely with Rachel Hayes. to ensure that all pupils who are a concern are tested and their needs are met. The SENDCo co-ordinates the EP provision. Some cases and would also be expected to either contribute to, or lead the EHCP application depending on length of stay.

The EP's role is to further assess pupils, to contribute to annual statement reviews, to co-ordinate multi agency meetings and to advice on all levels of SEN provision. Advice from the EP reports is communicated to staff and stored electronically (v-drive, Current Pupil Files, SEND- Sen, SEND info for staff). Health related issues are referred to a school nurse who is onsite once a week and meets with pupils who have self-referred. We have Steven Newman who works closely with pupils on next steps and careers. He also liaises with collages and EP to ensure the correct support is in place for post 16 and pupils are with providers who can need their needs in post 16. The school also arranges in-house case conferences, where appropriate, calling on relevant support services.

Partnership with Parents/Carers:

Bristol Futures Academy is committed to working closely with parents and carers. Prior to starting at the school parents and carers are shown around the school, introduced to staff members and sign the Home & School agreement.

Meetings are held outside/inside of school every other term to discuss student progress and to set IBP targets for the coming term. Staff also provide weekly written feedback and make regular calls to discuss behaviour. Parents/carers are encouraged to communicate and meet with staff if they have any concerns about their child's educational/personal development.

Parents of SEND pupils are also informed of Supportive Parents, a group consisting of parents of SEND pupils which helps support other parents of SEN pupils. Parents are consulted regarding EHC plans and statutory guidelines on timescales are adhered to. Each year parents/carers are invited to attend; the school Achievement Day, Year 9 Parents' Evening and the Key Stage 4 Parent's evening. Parents and Carers are expected to attend PEP and Annual Review meetings, where they are able to contribute their own views.

Additional Updates:

The new changes aim to put each young person and their family at the centre of discussions about the support offered. The government says that parents know their children best and that schools should ask parents to share their knowledge about how their child is developing. At Bristol Futures Academy we have always worked closely with pupils and parents when deciding and managing the pupils' provision with in school and if they need to move on. This is particularly so for pupils who have been identified as needing an EHCP and possibly a specialist provision when parents liaise in a draft EHCP meeting with Bristol SEN, the SENCO at Bristol Futures Academy, the EP and other agencies, and the next provision is identified. When a pupils reaches 16, they will normally be consulted directly – their views will take precedence over their parents' views. It is rare for pupils to enter the ALT with a completed EHCP in place (or an existing Statement of SEN). However in some cases it has been necessary to assist with the conversion of existing statements to EHCP's. This has been done in conjunction with Bristol SEN procedures. With the removal of School Action and School Action Plus, the ALT is required to carry out regular top up applications for pupils after their initial

period of stay. This identifies the banding required for the pupil funding and within the ALT it varies from band 2 to 5.

The draft code makes teachers more accountable for the progress of all pupils, even those supported by specialist staff. This has always been the case in the ALT but remains relevant – especially for pupils who are refusing to attend and may be receiving sessions in local libraries from tutors or when outside providers are contracted to deliver sessions to pupils. As part of performance management, teachers at ALT will be judged particularly on how well they teach pupils with SEN and how they have progressed. This will include what provision is being made by teachers to ensure SEN progression remains in line with whole school progression (last year saw progression in SEN pupils above school average for assessments 2 (87% opposed to 81%) , in line with school average for assessments 4 and 6 (68% to 69%) however for last 3 assessments, SEN progress was lower than school average (53% compared to 62%).

<http://www.findabilitybristol.org.uk/sections/secondary-school-age>



Secondary School Age

This page has information on what is available if you have a young person of Secondary School age (11 years and up) with special educational needs or a disability.

Advice and Support

Organisations that can give advice and support to you and your family.

[View](#)

Education

Information on schools and special educational needs

[View](#)

Complaints and Disagreements

What to do if you want to make a complaint or disagree with a decision

[View](#)



Fun things to do

Getting out and about in Bristol

[View](#)

Youth Offending

Services for young people who have committed crimes

[View](#)

Equipment and Adaptions

Wheelchairs, house adaptions, getting equipment

[View](#)

Social Care

Short breaks, social workers and getting support

[View](#)

Health

Health services in Bristol including mental health services and hospitals

[View](#)

Benefits, Grants and Services

Information on services like Housing, Blue Badge, Disability Living Allowance and Personal Independence Payments

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