



part of the



Cabot
Learning
Federation

(Draft) Inclusion Policy

Incorporating

Special Education Needs and Disability (SEND) Policy and English as an Additional Language (EAL) Policy and SEND Information Report

Creation Date	12 th April 2015
Implementation Date	1 st September 2015
Review Frequency	The SEND Information Report should be updated annually and any changes to the information occurring during the year should be updated as soon as possible
Last Reviewed	November 2018 (as draft)
Approval	Full Academy Council (to be approved at next meeting of AC on 21/01/19)
DfE Status	A – Statutory Policy required by Education Legislation

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1. History of most recent Policy Changes

Date	Page	Change	Origin of Change (eg TU Request, Change in Legislation)	Actioned By
12th April 2015 (V1)	Whole Document	Creation of new policy following review of existing policies and changes to legislation.		Cameron Shaw Vice Principal
September 2015 (V2)	Whole Document	Annual Review of policy suitability		Louise Coles SENDCo
December 2015 (V3)	SEND School Offer / Information Report	Updated Brunel School Offer for current year		Louise Coles SENDCo
November 2016	Information report	Updated and reviewed		Louise Coles SENDCo
March 2017	Whole document	Annual Review		Cameron Shaw Vice Principal
November 2017	SEND Information report	Updated and reviewed		Louise Coles SENDCo
November 2018	Whole Document SEND Information report	Annual Review Updated. SENCo replaced with SENDCo.		Louise Coles SENDCo

2. Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

It has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- * [The Children and Families Act \(2014\): Section 69](#)
- * [The Special Educational Needs and Disability Regulations 2014](#)
- * [The 0-25 Special Educational Needs and Disability Code of Practice.](#)
- * [Ofsted Section 5 Inspection Framework April 2014](#)
- * [Ofsted SEND Review 2010 "A Statement is not enough"](#)
- * [Equality Act 2010](#)

3. Aims and Objectives of this Policy

3.1 The aims of our Inclusion Policy and practice in this Academy are:

- To ensure that the Academy complies with all relevant statutory legislation and guidance (e.g. the Special Educational Needs and Disabilities (SEND) Code of Practice)
- To provide an accessible curriculum for all
- To secure high levels of achievement and other positive outcomes for all
- To meet individual needs through a wide range of inclusive provision
- To attain high levels of satisfaction and participation from students, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet students' needs, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote young people's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

3.2 The Principal and Academy Council have delegated the day-to-day operational responsibility for the implementation of this Inclusion Policy to the Special Educational Needs and Disabilities Coordinator (SENDCo).

3.3 The SENDCo is responsible for reporting regularly to the Principal and the Councillor with responsibility for SEN D on the on-going effectiveness of this Inclusion Policy.

3.4 The Leader of Learning Support has strategic responsibility for the inclusion of young people who have EAL. He/she is responsible to the SENDCo.

3.5 The Designated Person for Looked After Young People has strategic responsibility for the inclusion of young people who are adopted or in Local Authority care or are care leavers, but this area is covered in a separate policy.

3.6 All staff in the academy have a responsibility for maximising the achievement and opportunities for inclusion of all learners, including those who face particular barriers such as students with Special Educational Needs and Disabilities and EAL. Staff will be made aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all students at all times.

Role	Name	Contact
SENDCo	Louise Coles	lcoles148@bba.bristol.sch.uk
Leader of Learning Support	Sophie Palmer	sophie.elsbury@bba.bristol.sch.uk
Designated CiC Person	Sophie Palmer	sophie.elsbury@bba.bristol.sch.uk

4. Inclusion Statement

4.1 Bristol Brunel Academy will endeavour to achieve the best possible outcomes for all young people (including those who are deemed to be vulnerable) and will maximise their opportunities for inclusion and promote equality of opportunity for all.

4.2 We do not consider English as an Additional Language (EAL) to be a Special Education Need. Differentiated work, timely interventions and individual learning opportunities will be provided for young people who are learning EAL as part of our inclusive provision.

4.3 Bristol Brunel Academy are committed to a truly inclusive environment for all young people regardless of race, ethnic group, faith, gender, sexuality, ability or disability, or social or economic status. We are committed to engaging students who have difficulty engaging fully in Academy life through disaffection, challenging behaviour, or poor attendance.

This will include:

- a) Providing differentiated learning opportunities for all the young people within the Academy and providing materials appropriate to young people's interests and abilities. This will ensure that all young people have a full access to the Academy curriculum.
- b) Making every effort to narrow the gap in attainment between different groups of learners and others, recognising that a 'Special Educational Need' or 'Disabilities' might be an explanation for delayed or slower progress, but is not an excuse for lack of progress.
- c) Focusing on individual progress as the main indicator of success.
- d) Striving to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and Special Educational Needs e.g.
 - Some students in our Academy may be underachieving but will not necessarily have a 'Special Educational Need'. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
 - Other students will be identified as having 'Special Educational Needs' and this **may** lead to lower-attainment or slower progress (though not necessarily to under-achievement). It is our responsibility to ensure that students with Special Educational Needs have the maximum opportunity to attain and make progress in line with their peers.
 - Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved Academy's budget.
- e) Recognising that inclusion is not just about educational outcomes, and ensuring that all young people have the same opportunities for social inclusion and for taking part in extra-curricular activities with the right level of support and access
- f) Implementing our Equality Act duty to foster good relations between different groups of young people and young people and promoting social inclusion and acting immediately to tackle any discrimination or bullying (see Anti-bullying Policy)

- g) Celebrating the fact that we will have young people with disabilities as part of our Academy community, and ensuring that their needs are fully met and that we make all 'reasonable adjustments' to the curriculum, information provision and the physical environment to accommodate them, as required by the Equality Act.
- h) Implementing our duty to make 'anticipatory changes' to make our environment accessible for young people, staff, parents/carers and visitors who may have a disability and so planning any new initiatives or capital developments with improving access in mind.

5. Roles and Responsibilities

5.1 Principal

The Principal is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn. The Principal and the Academy Council will delegate the day-to-day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCo) and Leader of Learning Support. Day to day monitoring of Young people in Care will be delegated to the designated person for CiC, this is covered in the appropriate separate policy.

The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the Academy's provision in this regard through:

- analysis of the whole-academy pupil progress tracking system
- maintenance and analysis of a whole-academy provision map for vulnerable learners which will be devolved to the SENDCo.
- student progress meetings with individual teachers facilitated by the SENDCo.
- regular meetings with the SENDCo/Leader of Learning Support
- discussions and consultations with students and parents/carers

5.2 Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- a) 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
- b) Ensuring that the views, needs and aspirations of the child or young person with SEND are paramount and their support is child centred
- c) Ensuring that the views of young people and parents and carers are taken into account in all SEND process and planning as required by the Code of Practice
- d) Maintenance and analysis of whole-academy provision map for vulnerable learners
- e) Identifying on this provision map a staged list of students with 'Special Educational Needs' – those in receipt of additional SEND support from the Academy's devolved budget, those in receipt of High Needs funding and those with Statements of Special Educational Need or Education Health Care Plans
- f) Co-ordinating provision for young people with 'Special Educational Needs'
- g) Ensuring that adequate assessments are undertaken of all young people with SEND and that action plans are agreed to support them
- h) Ensuring that the needs of any young people with disabilities are assessed and plans are put in place to make any 'reasonable adjustments' to enable them to access the environment, information provision and the curriculum
- i) Liaising with, and advising teachers on appropriate strategies and interventions for all young people with SEND
- j) Managing other classroom staff involved in supporting vulnerable learners
- k) Overseeing the records on all young people with 'Special Educational Needs and Disabilities'

- l) Contributing to the in-service training of staff
- m) Implementing a programme of Annual Review for all students with a Statement of 'Special Educational Need' and complying with requests from an Education Health and Care Plan Coordinator to participate in a review. Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a 'Special Educational Need' which will require significant support
- n) Overseeing the smooth running of transition arrangements and transfer of information for Year 6 students on the vulnerable learners' provision map.
- o) Ensuring that all young people with SEND have had appropriate Careers Education, Information Advice and Guidance (CEIAG) and have appropriate plans in place for their post-16 transition
- p) Liaising with post-16 providers and transferring information on young people with SEND as required by the national guidance
- q) Monitoring the Academy's system for ensuring that Student Profiles, where it is agreed they will be useful for a student with 'Special Educational Needs', have a high profile in the classroom with all stakeholders.
- r) Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with 'Special Educational Needs')
- s) Meeting regularly with each key worker of those identified on the Academy's provision map.
- t) Liaising and consulting sensitively with parents/carers and families of students on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- u) Attending area SENDCo network meetings and training as appropriate.
- v) Liaising closely with a range of outside agencies to support vulnerable learners.
- w) Reporting at least annually to the Principal and the Council on progress against this Policy and the Code of Practice

5.3 Leader of Learning Support Leading on English as an Additional Language

The Leader of Learning Support will oversee the day-to-day operation of this Policy in the following ways:

- a) Working with the Principal to develop a culture where different cultures and languages and the skills of multi-lingualism are celebrated
- b) Maintaining of a list of students with EAL, ensuring they are identified on the Academy's provision map
- c) In collaboration with the SENDCo, maintaining and analysing the whole-Academy provision map for vulnerable learners from linguistic minority backgrounds
- d) Advising on and co-ordinating provision for young people with additional needs relating to their ethnic or linguistic background
- e) Ensuring all students with EAL are socially included and are able to access all aspects of school life including extra curriculum activities, student voice etc. Working collaboratively with teachers to plan for and teach young people with EAL as part of good mainstream teaching practice

- f) Keeping up to date with national requirements and examples of best practice in the teaching and inclusion of students with EAL and disseminating that information to other staff
- g) Managing other classroom staff involved in supporting young people with EAL
- h) Overseeing the initial and on-going assessment records on all young people with EAL
- i) Liaising with parents/carers of young people with EAL, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- j) In collaboration with the SENDCo, analysing all outcomes data and identifying any gaps between students with EAL and their peers, and regularly evaluating the impact and effectiveness of all additional interventions
- k) In collaboration with the SENDCo, overseeing the smooth running of transition arrangements and transfer of information for Year 6 students with EAL.
- l) Supporting the smooth transfer of young people with EAL post -16 ensuring any new post -16 providers have information about their language levels and additional requirements
- m) Contributing to the in-service training of staff on best practice in relation to EAL
- n) Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the Academy
- o) Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents/carers have equality of access to essential information
- p) Ensuring that all CEIAG support is accessible and positive action is taken to ensure students with EAL have the information they need about the educational system in the UK to make informed choices about future pathways
- q) Taking positive action to ensure that parents/ carers who have English as an Additional Language can access all the information provided by the Academy and have the information they need to support their young people in making the right education choices
- r) Attending EAL network meetings and training as appropriate.
- s) Liaising closely with a range of outside agencies to linguistic minority learners
- t) Ensuring that the Academy is meeting the requirements of the Equality Act in relation to meeting the religious and cultural needs of all its students
- u) Raising awareness with staff of potentially discriminatory practice and challenging any discrimination on grounds of race, ethnicity or faith and belief
- v) Ensuring students taking community language examinations have the right support in place and monitoring the outcomes
- w) Ensuring that positive action is taken to ensure that students with EAL are able to have their views taken into account and are able to participate in all learner voice activities in the school

5.4 Class teacher

The particular responsibilities of the class teacher are :

- a) Liaising with the SENDCo or Leader of Learning support to agree:
 - which students in the class are vulnerable learners
 - which students are underachieving and need to have their additional interventions monitored on the 'vulnerable learners' provision map – but do not have 'Special Educational Needs'.
 - which students (also on the provision map) require additional support because of a 'Special educational Need' and need to go on the Academy's SEND list.

Students may require a Student Profile, intervention or advice/support from an outside professional to address a 'Special Educational Need' (this would include students with statements/EHC Plans)

- which students have a disability and require 'reasonable adjustments to the way information is provided, to the curriculum or the physical environment

- b) Securing inclusion, good provision and outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities in line with the advice in the 'Student Profiles', including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge
 - analysing data and identifying any gaps in outcomes for any groups in their class and working with curriculum leaders to address these.
 - ensuring that all vulnerable students have equal opportunities for social inclusion, having their views heard and involvement in extra-curricular activities
 - ensuring there is adequate opportunity for students with 'Special Educational Needs and Disabilities' to work on agreed targets, as outlined in their 'Student Profile', which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". ([SEND Code of Practice 2015](#))

5.5 Designated Lead for Children in Care

The Academy also has a named person who leads on issues relating to Children in Care of the Local Authority or those who are adopted or are care leavers. The responsibilities of this role are included in the [Children in Care Policy](#).

5.6 All Staff

All staff in the Academy should be aware of this Policy and their responsibility for promoting the educational and social inclusion of young people covered by this Policy, and training and briefings will be provided for them on best practice.

All staff 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 (e.g. their ethnicity, 'race', religion or belief, disability etc.). They also have a responsibility to promote good relations between different groups of students.

6. Monitoring

The Assistant Principal for Teaching and Learning through the SENDCo and Leader of Learning Support will monitor this Policy termly. An annual report will be presented to the Council on its implementation. 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.

7. Links with Other Services

Bristol Brunel Academy recognises the need to link with other agencies to provide effective support for vulnerable students and to have a coordinated approach to meeting their needs.

Therefore effective working links will be maintained with:

Education Welfare Team:

- <http://www.bristol.gov.uk/page/children-and-young-people/education-welfare-service>

Parent Partnership Service:

- <http://www.bristol.gov.uk/page/children-and-young-people/support-parents-and-carers>

HOPE Virtual Academy for Looked After Children:

- <http://www.bristol.gov.uk/page/children-and-young-people/children-care-education>

Bristol City Council Local Offer:

- <http://www.findabilitybristol.org.uk/>

Bristol Hospital Education Service

- <http://www.bristol.gov.uk/page/hospital-education-service>

Bristol Educational Psychology Service

- <http://www.bristol.gov.uk/page/educational-psychology-service>

Bristol First Response (Safeguarding Concerns)

- <http://www.bristol.gov.uk/page/children-and-young-people/first-response-bristol-report-concerns-about-child-social-worker>

Appendix 1: Special Educational Needs and Disabilities (SEND) Information Report

The kinds of SEND that are provided for

Our Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents or carers. We will use this to determine the support that is needed and whether we can provide support by adapting our core offer, or whether something different or additional is needed.

Consulting and involving students and parents/carers

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a student will receive SEND support.

All SEND Support and EHCP students will have a dedicated keyworker, who is responsible to writing and updating a Student Profile, which is shared with all their teachers.

Parents/carers are invited to our Learning Support Evenings which are held 3 times a year, to review the provision and progress for their child as well as their Student Profile. Parents/carers are encouraged to contact and meet with the team if they have concerns or questions at any point they feel necessary.

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- Impact of interventions provided through additional testing
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting students moving between phases and preparing for adulthood

- Moving Schools: Year 6 to 7

Students with statements of SEND or Education Health and Care Plans will already be known to the academy as the Local Authority will have consulted the academy about the placement.

In addition to the academy's transition programme for all students, the SENDCO meet with the primary schools to ensure that all transition needs are met. Any vulnerable learners will be offered an enhanced transition package, which will include visits to their Primary, additional visits to BBA, additional induction mornings or afternoons, priority on the Academy's Summer School.

We recognise that there are children who find yearly transition tricky and we recognise that parental involvement is essential and we encourage input at any point in this process.

- Moving into Key Stage 4 (Years 9, 10 and 11)

BBA has a 3 year KS4 teaching curriculum.

Parents in Year 8 are invited to an options evening to discuss curriculum choices for Years 9, 10 and 11. For students with SEND the SENDCO will be available for additional guidance along with the Senior Leadership Team. Additional guidance will also be provided through the Learning Support Parent Evenings where curriculum choices will be discussed.

- Moving to Post-16 Education

Throughout Years 7-11 students take part in a PSHE programme which include personal, social and health education as well as careers education.

Students are introduced to a range of career options and access to career events and fairs held within the academy or externally.

Some students with a high level of special educational need may benefit from a more personalised approach to preparing them for adulthood and benefit from an individualised programme of life skills. The Academy also has a Princes' Trust Achieve Programme at Key Stage 4 which focuses on building life and employment skills.

In preparation for Post-16 transition, each student meets with the Academy's Careers Advisor, Suzie Paice (spaice183@bba.bristol.sch.uk) to plan out their options. For students with additional needs these meetings can be supported by key workers and /or parents.

For students with EHCPs, the SENDCO and Learning Support Team work closely with the Local Authority Team, parents and Suzy Paice to plan out the young person's transition to another setting.

Visits to post-16 provisions will be organised and are supported if necessary. The Academy will meet with the student, parents and the next provision to carefully plan the young person's transition. The Academy will also offer advice and guidance following the transition process.

Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. Our aim is to develop the independence and resilience of all learners including those with additional needs.

We will also provide the following interventions:

- Literacy Interventions
- Numeracy Interventions
- Speech and Language Interventions
- Social and Emotional Interventions with 2 Thrive Practitioners
- Handwriting and touch-typing

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, exam pens, text to speech technology, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The Academy site is fully accessible to students, it has 3 lifts, wide corridors and door-ways and has adaptable desks in all rooms. There is a hygiene room as well as disable toilets on each floor.

Additional support for learning

We have 7 teaching assistants and 2 Higher Level Teaching Assistants who are trained to deliver interventions such as:

- Literacy Interventions
- Numeracy Interventions
- Speech and Language Interventions
- Social and Emotional Interventions with 2 Thrive Practitioners
- Handwriting and touch-typing
- Assistive technology

Intervention will be in groups or 1:1 depending on the intervention and needs of the student. Some students and classes may have access to additional adult support to support learning and access to the curriculum.

We work with the following agencies to provide support for students with SEND:

- Educational Psychologist
- Speech and Language Therapist
- Behaviour specialists
- Paediatricians and Health Services
- Occupational Health Team
- Bristol Autism Team
- CAMHs
- Sensory Support Team (Visually Impaired and Hearing Impaired Teams)
- School Nurse
- School Counsellor
- Off The Record
- Creative Youth Network

Expertise and training of staff

Our SENDCO has 20 years' experience as a teacher, has been SENDCO for 3 years, and has successfully completed the National Award for Special Educational Needs Coordination.

We have a Leader of Learning Support, Sophie Palmer, who is leads on English as an Additional Language and Children in Care.

We have a team of 9 teaching assistants, including 2 higher level teaching assistants (HLTAs)

In the last academic year, staff have been trained in:

- Switch-On Reading
- Inference Training
- Thrive (HLTA) and all LSAs
- Exam Access Assessment (HLTA)
- Attachment Training
- VI support

We use a specialist Speech and Language Therapist, Anna-Marie Wolf for Speech and Language assessment, planning and delivery of interventions.

We have equivalent to a full time trained School Counsellor with Zakera Chowdhury and Emma Bull providing support for students.

Securing equipment and facilities

Access to facilities and equipment for students with SEND is outlined in the Academy's Accessibility Policy and Plan.

The Academy works closely with the Local Authority and Health Care Services to ensure students have appropriate funding and access to equipment and facilities.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEND or EHC plans
- Learning walks, observations and looking at books of students

5.12 Enabling students with SEND to engage in activities available to those in the Academy who do not have SEND

All of our extra-curricular activities and visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s) which are organised by the Academy and adjustments will be made to encourage them to do so.

All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of Duke of Edinburgh and Games club to promote teamwork/building friendships etc.
- Student are identified to be part of the Prince's Trust, Art Groups and other groups to build self-esteem
- Student can self-refer to the school counsellor
- Students are encouraged to meet with their key worker and share concerns they may have.
- Working with the appointed Disability Champion on projects to promote well-being for all students.

We have a zero tolerance approach to bullying.

Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn.

Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010.

Our ethos at Bristol Brunel Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND.

5.14 Working with other agencies

In our academy, we have Learning Support Assistants and Staff with knowledge and experience of supporting students with a wide range of Special Educational Needs and Disabilities.

Bristol Brunel Academy also works with external services that include:

- Educational Psychologist
- Speech and Language Therapist
- Behaviour specialists
- Occupational Health Team
- Sensory Support Team (Visually Impaired and Hearing Impaired Teams)
- Bristol Autism Team
- CAMHs
- Off the Record, Creative Youth Network, Empire Boxing; Princes' Trust, FYPS, Early Help
- School Nurse

The introduction of Education Health & Care Plans (to replace statements) will bring a greater emphasis on specialist services from health care being involved and communicating a joint approach to working with and supporting young people.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made initially to the person responsible to the class teacher, tutor, or SENDCO in the first instance.

If you are not satisfied that your concerns have been addressed then please ask for the contact information for their line manager, or the Principal. If you still feel the issues are unresolved, the Principal will arrange a meeting with the Chair of the Academy Council. Please contact the school for this to be arranged.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of students with SEND

- Lou Coles SENDCO - lcoles148@bba.bristol.sch.uk – 0117 3533 605
- Sophie Elsbury -Leader of Learning Support, EAL and LAC Lead
sophie.elsbury@bba.bristol.sch.uk – 0117 3533 605
- Jen Cusack – Assistant Principal for Teaching and Learning
Jcusack678@bba.bristol.sch.uk 0117 3772700

The Local Authority Local Offer

Findability is a website full of information for children and young people with special educational needs and disabilities (from birth to 25 years old) and their families.

<https://www.bristol.gov.uk/web/bristol-local-offer>

It is **Bristol's Local Offer** and has information on:

- Education – including nurseries, schools and colleges
- Health services in Bristol
- Short breaks, personal budgets and direct payments
- Local events and activities for children and young people with special educational needs and disabilities

If your concern is with the local authority, then please contact the school or Supportive Parents.

- Supportive Parents – www.supportiveparents.org.uk – 0117 989 7725

Monitoring arrangements

This information report will be reviewed by Louise Coles, SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Academy Council.

Links with other policies and documents

This policy links to our policies on:

- [Accessibility plan](#)
- [Positive Behaviour](#)
- [Equality information and objectives](#)
- [Supporting students with medical conditions](#)
- [Anti-Bullying](#)

Appendix 2: 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' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language
- students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Students will not be placed with SEND students unless SEND is indicated.
- Work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be

provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

- 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 SENDCo. 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/carers 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 3: Inclusion of students who are Looked After in Local Authority Care

The Academy has a separate and specific policy for Children in Care. However, we also recognise that:

- Young people who are in the care of the Local Authority have the same rights as all young people but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report: 2003] why young people who are in the care of the Local Authority often fail to make expected progress at academy:
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of Academy
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- Our Academy will work closely with Bristol's HOPE Virtual School for Children, which promotes the educational needs of Looked After Young people and monitors admissions, PEP completion, attendance & exclusions alongside other local authorities whereby children are placed in to our Academy.

Appendix 4: Inclusion of students who are 'Very Able'

In this section the term 'very able' refers to students who have a broad range of achievement at a very high level. Those young people who are very able have very well developed learning skills across the curriculum. The term 'talented' refers to students who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents, sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Mechanical ingenuity, construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity, artistic, musical, linguistic

We respect the right of all young people in our academy, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our Academy make specific reference to teaching and learning that takes into account the needs of all young people. They also identify the commitment to giving all our young people every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented young people.

Identification:

Before identifying any child 'very able' in a particular area, we aim to ensure that all young people have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of students as 'very able' and/or 'talented' is a judgement which applies to the current class/academy context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our academy does not necessarily mean that in another academy or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the Academy will draw up a register of very able and/or talented young people, this list will be kept under review. Provision for very able and/or talented young people will be tracked on the academy's provision map

Provision:

Teachers have high expectations and plan carefully to meet the learning needs of all our young people. We give all young people the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for young people's learning by providing:

- a common activity that allows the young people to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for young people to progress through their work at their own rate of learning.

Young people meet a variety of organisational strategies as they move through the academy. Each strategy supports all young people in their learning, but gives due regard to the more able and very able learner.

We offer a range of extra-curricular activities for our young people. These activities offer very able and/or talented young people the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. Academy based provision includes opportunities for performance, artists in residence and specialist teachers.