



SEN policy and information report

Approved by:	Peter Headeach	Date: September 2022
Last reviewed on:	September 2022	
Next review due by:	September 2023	

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Aspire Academy is a school catering primarily for pupils with Social, Emotional and Mental Health needs (SEMH). It is the aim of the academy to ensure that our students achieve the best possible outcomes and through increased support, smaller classes, bespoke provision and specialist teaching achieve better than they would, have they remained in mainstream.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

As a special school the role of SENCO is undertaken by the Assistant Principals for Primary and Secondary

They will:

- Work with the principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the Assistant Principals and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the Assistant Principal to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school 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

5.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying their special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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 pupil's record and given to their parents.

5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

This process will be completed through the EHCP review process. Each child will have an Individual Education Plan (IEP) that will be shared with the parents.

The class or subject teacher will work with the Assistant Principal to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil'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 pupil 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 pupil's progress.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils will have a plan in place that is suitable to their needs. This may involve a trial period or visit, link or key worker or supported visits.

5.6 Our approach to teaching pupils with SEN

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

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated and scaffolded for individual pupils.

We will also provide the following interventions:

- Literacy interventions including Phonics
- Speech and Language sessions
- Counselling session
- Thrive (SEMH) support
- Mentoring
- Emotional Literacy coaching sessions (ELSA)

5.7 Adaptations to the curriculum and learning environment

Link to the Aspire Academy [accessibility policy](#)

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

- Smaller groups and in class support
- Specialist training
- Supportive work on Social emotional and mental health development
- Differentiating our curriculum to ensure all pupils 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, 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.

5.8 Additional support for learning

We have 15 teaching assistants who are trained to deliver interventions such as ELSA. In addition we may recruit TA's for further support or where the EHCP requires 1:1.

Teaching assistants will support pupils on a 1:1 basis when there is a need to deliver a specific intervention 1:1 for example, literacy, numeracy or emotional literacy

Teaching assistants will support pupils in small groups when the focus of the delivery is best suited to group work, for example speaking and listening or social and communication development.

We work with the following agencies to provide support for pupils with SEN:

- Sirona Speech and Language
- Educational psychologist
- BANES SEND team
- Focus Counselling
- Sporting family change

- Youth Connect
- Project 28
- School Nurse
- CAMHS
- Children's services
- Willow
- Police Service and Youth offending

5.9 Expertise and training of staff

We have a team of 15 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in ELSA, Thrive, team teach, Trauma and attachment, AET Autism approaches.

Teaching staff have strong links with the South West Association of Leaders in Special Schools (SWALLS) and undertake training and join subject support groups.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the Assistant principals and teaching staff
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities

All of our extra-curricular activities and school visits are available to all our pupils and are designed with our pupils in mind

All pupils are encouraged to go on our residential trip(s) for example the secondary school camps

All pupils are encouraged to take part in sports days, fixtures, plays and DofE events

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

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

- Pupils are encouraged to be part of the school council
- All pupils are assessed against the Thrive framework with individual actions plans that link to their personal targets on IEPs
- Pupils have access to a curriculum that includes opportunities for social and emotional development
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We involve other agencies as we identify a need for the pupil and their family. Through the EHCP process and subsequent planning and IEP creation, external agencies are identified and links are formed.

Additional opportunities to identify support come through our safeguarding monitoring processes and parental engagement days.

To support families and their children we may involve the following organizations

- Speech and Language
- Educational psychologist
- BANES SEND team
- Focus Counselling
- Sporting family change
- Youth Connect
- Project 28
- School Nurse
- CAMHS
- Children's services
- Willow
- Police Service and Youth offending

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Assistant Principal in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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

5.16 Contact details of support services for parents of pupils with SEN

The SEND Partnership Service provides confidential and impartial Special Educational Needs (SEND) Information, Advice and Support for Children and Young People and their Parent/Carers living in Bath & North East Somerset.

You can visit their website at www.spsbathnes.org.uk

And contact their advice line
01225 394 382 (10.00am – 3.00pm Monday to Friday)
Email: send_partnershipservice@bathnes.gov.uk

Support services are also provided at <https://sendiasbathnes.org.uk/sen-support>

5.17 Contact details for raising concerns

To contact raising concerns please email enquiries@aspireacademy.org.uk and specify if your concern related to a Primary, Secondary or Nurture pupil.

5.18 The local authority local offer

Within BANES, there is a range of specialist provision, of which Aspire Academy plays a key role. All pupils at the school currently have an Education and Health Care Plan.

Our local authority's local offer is published here: <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

Admissions - Detailed information and guidance on Admissions can be found at – www.aspireacademy.org.uk

Area Wide Local Offer - We work with a wide range of Multi-Agency Partners, Independent Providers and Local Authority Services. The following links may support parents/carers who are new to the area or those exploring new services for support.

Web address	Resources available
https://beta.bathnes.gov.uk/get-help-children-or-young-people-additional-needs-send	Bath and North East Somerset's SEND Offer
https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send	BANES Special Educational Need or Disability (SEND) Rainbow Resource
https://beta.bathnes.gov.uk/children-young-people-and-families	The Family Information Service working to support local families with information and choices including family related issues, childcare, parenting support, benefits and schools.

6. Monitoring arrangements

This policy and information report will be reviewed by Peter Headeach (Principal) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy