

Special Educational Needs and Disability Policy

Agreed by SLT: May 2022

Agreed by Trustee Board: May 2022

Review: May 2023

Signed by:





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1.0 Core Values and how they link with this policy

Core Values and how they link with this policy

think differently

- 1.1 The Special Educational Needs and Disability Policy has been written to help foster an environment that embraces and celebrates difference and ensures that all pupils are safe and embody practice that supports our Vision, Mission and Core Values. Employees at James Brindley Academy are expected to **THINK DIFFERENTLY** to inspire young people to overcome all barriers and achieve their dreams.
- 1.2 James Brindley Academy is committed to the principles of **ethical leadership** in implementing this policy, and this includes all employees respecting the rights of our young people as set out in the **UNICEF Charter**.

JBA Core Values	How this policy addresses these values
THRIVE – We create a positive environment where we thrive and succeed	We are committed to creating an environment where all children and young people’s needs are fully met, allowing them to grow and succeed.
HIGH ASPIRATIONS – We have high aspirations for ourselves and others	We do not consider SEND needs to be a barrier. We consistently challenge pupils, allowing them to build on skills and reach for their dreams.
INCLUSION – We are inclusive in all we do and celebrate our differences	All staff are given the opportunities to develop their skills and understanding in order to meet the needs of our children and young people. We celebrate and share our differences, including everyone within our community.
NURTURE – We educate our young people and staff to nurture their emotional health and wellbeing	We support our children and young people to develop strategies to support their emotional health and wellbeing; aiming for their independence as they leave JBA.





KEEP SAFE – We ensure that keeping safe and the safety of others is paramount	We embed the ethos of safety within our environment, supporting children and young people to develop the skills they need to keep themselves safe within and outside of the JBA community.
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2.0 Introduction

James Brindley Academy (JBA) provides education to children and young people who are either hospital in-patients or pupils unable to attend a mainstream or special school by reason of their medical needs both physical and mental health related. As such, the majority of the Academy's cohorts across the different provisions will be experiencing either a temporary or permanent SEND. The Academy's focus is on ensuring that every pupil has access to all possible opportunities allowing them to reach their academic potential, whilst also growing physically, socially, and emotionally.

JBA believes that every child is unique and therefore one approach does not fit all pupils. With this in mind, all staff take into account the need for a personalised, broad and balanced curriculum while recognising that pupils' have varying life experiences.

The Academy has high expectations for all pupils regardless of social setting and background, gender, attainment, ethnicity and special need or disability. We ensure that all pupils have access to the full range of opportunities provided by the school.

3.0 Purpose

This purpose of the policy is to:

- Ensure all children and young people reach their full educational potential and have equitable access to the curriculum and enrichment opportunities offered.
- Safeguard that the pupil's and parent's voices are heard at every stage of their journey with the academy; when setting out support, assessment and planning outcomes.
- Reduce barriers to learning and achievement by providing each pupil with a personalised learning programme that is differentiated according to their need.
- Ensure all staff understand their responsibility for assessing and identifying individual pupil need and for planning a curriculum which meets the full range of pupil's needs and abilities.
- To ensure that all pupils with SEND are able to make a successful transition to their next stage of education.

4.0 Scope of policy

- To set out how the Academy will support and make provision for pupils with special educational needs (SEN).



- To explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- To set out the expectations of JBA staff in working in close partnership with other professionals.
- To fulfil the Academy's legal obligations with regard to SEND.



5.0 Responsibilities

5.1 The Principal will:

- Work with the Assistant Principal (Inclusion) and SEN link trustee to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learning with SEN and/or disability.
- Ensure that JBA is staffed to meet the needs of pupils with a range of complex and special educational needs.

5.2 The Assistant Principal (Inclusion) will:

- Work with the Principal and SEN Trustee to determine the strategic development of the SEN policy and provision in the Academy.
- Ensure that the SEND policy and SEND information report is on the school website and kept up to date.
- Oversee the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Ensure that there is a programme of SEND training across the Academy to enable the staff to meet the needs of the pupils.
- Work collaboratively with the Assistant Principal (Teaching and Learning) to ensure that the curriculum is accessible to all pupils and is designed to meet individual needs.
- 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.
- Ensure that all parents are aware of their rights associated with Educational Health and Care Plans (EHCPs) and request of said plans.
- Ensure that an accurate SEND support list is maintained and that the records of all pupils with SEN are kept up to date.
- Lead half-termly Inclusion meetings.
- Ensure Annual Reviews of EHCPs are taking place across the Academy in a timely manner, in line with legal requirements.
- Ensure that the regular review of pupils' needs are taking place for all pupils on the SEND Support register.



- Ensure there are opportunities for parents and carers to discuss any difficulties they perceive their child may be having or needs that need to be addressed.

5.3 SENCOs with support of Assistant SENCO's – each Centre of the Academy will have a nominated SENCO.

They will:

- Deliver a programme of training within their centre to ensure staff are able to meet the needs of the pupils and to enhance the provision for pupils with special needs.
- Attend and contribute to half-termly Inclusion meetings.
- Ensure Annual Reviews of EHCPs are taking place in a timely manner within their centres, in line with legal requirements.
- Annually review the progress of each child including the objectives in the EHCPs.
- Oversee the review process for all pupils on the SEND Support register.
- Ensure that Plan, Do, Review (PDR) documents, in teaching centres, are completed for each child in order to regularly review their needs and strategies.
- Ensure that Support Plans, in teaching centres, are reviewed regularly and shared with staff, to appropriately inform them of their needs and strategies.
- Ensure that parents are kept informed of their child's provision arrangements.
- Up-date the EHCP tracker in a timely manner to track the process and progress of all pending/forthcoming EHCPs in their centre.
- Trigger the assessment of a child or young person, if they have been identified as requiring additional support to make progress.
- Ensure access arrangements are applied for and put in place.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with the Educational Psychologist to assess identified pupils in terms of EHCP applications, the need for ESN funding or change of placements.
- Write a SEND Support Provision Plan for identified pupils when required.
- Signpost parents and carers to other services available.



5.4 Centre Leaders will:

- Collaborate with wider professionals, parents and pupils to ensure that no decision is made in isolation and is always in the best interest of the pupils.
- Work with the AP, SENCo and Assistant SENCo's to ensure resources are allocated effectively within their centre to meet the individual needs of the pupils.
- Work with the Principal, AP and SENCo to ensure that their centre is staffed appropriately to meet the individual needs of the pupils.

5.5 SEN Trustee - There will be a nominated SEND link trustee.

They will:

- Attend the relevant trustee meeting.
- 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 board of trustee on this.
- Work with the Principal and Assistant Principal (Inclusion) to determine the strategic development of the SEN policy and provision in the Academy.

5.6 Teaching Staff will:

- Ensure that they follow the requirements of a pupil's EHCP.
- Personalise learning for each pupil based on identified needs.
- Prepare differentiated resources, where appropriate, to enable all pupils to access lessons and learning.
- Share their teacher assessment and experience of the pupil when requested for reviews.

5.7 All staff who work with children and young people will:

- Be aware of the pupils' support plans and put in place appropriate strategies.
- Provide an atmosphere of encouragement and high expectations for all pupils and enable them to take risks and make mistakes without fear of criticism.
- Follow the Positive Behaviour Policy when managing behaviour, thus considering the individual needs of the pupil and always looking beyond the behaviour.



- Behave in line with the Academy's Code of Conduct.
- Be a key worker to identified pupils and to arrange PDR meetings.
- Raise concerns with the Centre Leader or SENCo if they have identified needs of a pupil.
- Focus on the child or young person's strengths as well as areas of additional need.
- Establish relationships which foster trust and respect.

6.0 Links to statutory documents and legislation

6.1 This policy has been developed to ensure that the academy complies with the requirements of:

- [SEND Code of Practice: 0 to 25 years \(DfE, 2015\)](#)
- [Supporting Pupils at School with Medical Conditions \(DfE, 2015\)](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [Part 3 of the Children and Families Act \(2014\)](#)
- [The Special Educational Needs and Disability Regulations \(2014\)](#)

6.2 Local Offer

Our local SEN offer is found here: [James Brindley Academy Website - SEND](#)

Our local authority's local offer is published here: <https://www.birmingham.gov.uk/localoffer>

6.3 SEND Information Report

Our SEND information report is found [here](#).

6.4 Thrive Approach Programme: providing those who work with children and Young People with the knowledge, skills and tools to optimise social and emotional development. Thrive is committed to supporting and encouraging the development of confident, curious, creative and capable children and Young People who are open to learning and better equipped to deal with life's ups and downs.



7.0 Links to other policies

This policy links with other policies within the Academy:

- Positive Behaviour Policy
- Child Protection & Safeguarding Policy
- Staff Code of Conduct
- Accessibility Plan
- SEND Information Report

8.0 Definitions

A pupil has SEN if they have a learning difficulty or disability which 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.

As all children and young people who attend James Brindley Academy receive provision that is additional and different, they are all placed on the SEND Support register. This also includes pupils who have an Educational Health and Care Plan (EHCP).

The SEND Support register is maintained and generated through the Academy's central management information system, Arbor.

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

The graduated response consists of a four-part process:

- Assess
- Plan



- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes

9.0 Monitoring and Review

9.1 Graduated Approach

The Academy follows a graduated approach of Assess, Plan, Do, Review. This is structured within the teaching centres through the PDR (Plan, Do, Review) document and via the Annual Review documentation if the child or young person has an EHCP. At other centres, appropriate SEND documents are used, e.g. Ardenleigh will review the young person's One Page Profile (appendix 7).

There are also cases where the child or young person has been identified as requiring a [SEND support provision plan](#). This may be necessary for transition, particularly if an EHCP request has not been successful. The SEND support provision plan should be compiled taking into account parent, pupil and other professional views and should be reviewed on an annual basis, akin to an EHCP review.

9.2 Termly Reviews

- ✓ All pupils in teaching centres, who appear on the SEND support list will have a PDR (Plan, Do, Review) meeting and document (appendix 1). The PDR document will set out three targets related to teaching and learning, well-being and transition.
- ✓ PDR targets will be reviewed termly and targets will be in line with the high expectations the school has with regard to all pupils.
- ✓ For pupils with an EHCP, provision will meet and coordinate with the recommendations on the plan.
- ✓ The key worker for the pupil is responsible for reviewing and keeping the information up to date.
- ✓ An action plan will be created through discussion with both the pupil and the parent/carer and other relevant professionals.
- ✓ The action plan will then be shared by the key worker with all other relevant staff in the centre.
- ✓ The PDR also contains information about:
 - Future aspirations
 - Strengths and challenges



- Achievements and progress
- Strategies and support

9.3 Annual Reviews

The purpose of an Annual Review is to:

- ✓ Assess the child or young person's progress over the year in terms of the targets set at the previous Annual Review and set new targets for the next 12 months.
- ✓ Collate and record information that the Academy and others can use in planning future support for the child or young person.
- ✓ Consider the continuing appropriateness of the child or young person's EHC plan in light of their performance during the previous year; noting any additional SEND which may have become apparent within that time and therefore consider whether or not the EHC plan needs to be amended or ceased.
- ✓ To bring together the views of everyone who helps the child or young person.
- ✓ To consider the child or young person's progress in terms of seeing if the support or placement has been successful in meeting their needs.
- ✓ To record any changes in the child or young person's circumstances.
- ✓ To review any special provision that is being made for the child or young person.
- ✓ To consider and review the level of banded funding that is allocated to the child or young person. In addition, this could lead to the consideration of the need for ESN (Exceptional Special Needs) funding.

9.4 Attendance at Reviews

- ✓ The parents/carers will be invited and encouraged to attend all annual and termly reviews for their child. It would only be under exceptional circumstances that the parent/carer would not be in attendance (the reasons will be documented in the review paperwork).
- ✓ All relevant professionals will be invited to attend reviews; these professionals may include a social worker, Forward Thinking Birmingham (FTB), careers officer, SENAR (Special Educational Needs Assessment and Review).
- ✓ Professionals who cannot attend the review meetings are asked to provide a written report which is made available at the meeting.
- ✓ The Educational Psychologist is only involved in those annual reviews which are likely to involve in a change in the Educational Health and Care Plan especially when alternative provision is being reviewed or a change in banded funding is being considered.



10. Appendix

Appendix 1: PDR document – Teaching Centres

Plan Do Review (PDR)

First Name	
Last Name	
Centre	
PDR Date	
Key Worker	
Year	

Attendance (%)	
-----------------------	--

Key Information

Reading Age	
Aspirations	
Interests	
Strengths and Challenges	
Strategies	
Learning needs	

Progress

Progress and Achievements	
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Current Targets

Wellbeing Target	
Wellbeing Target Strategies	

Learning target	
Learning Target Strategies	

Transition target	
Transition Target Strategies	



Appendix 2: PDR, Willows

Plan Do Review (PDR)

First Name	
Last Name	
Centre	
PDR Date	
Key Worker	
Year	

Attendance (%)	
-----------------------	--

Key Information

Reading Age	
Aspirations	
Interests	
Strengths and Challenges	
Strategies	
Learning needs	

Progress

Progress and Achievements	
----------------------------------	--

Current Targets

Wellbeing Target	
Wellbeing Target Strategies	

Learning target	
Learning Target Strategies	

Transition target	
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Transition Target Strategies	
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Appendix 3: Education, Health and Care Plans (EHCPs)

An EHCP will normally be provided where, after a Statutory Assessment, SENAR considers the pupil requires provision which is beyond that which can be provided through an informal graduated response. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

EHCPs are also a useful and effective tool for supporting pupils to access appropriate post-16 provision, where the support offered by a graduated approach from mainstream post-16 providers is unlikely to meet a pupil's needs. It has been found that pupils in this category without an EHCP are at high risk of becoming NEET (Not in Education, Employment or Training).

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer or shorter -term objectives set in the EHCP/PDR
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The SENCo will organise these reviews and invite:

- The pupil's parent and pupil
- The key worker
- The Educational Psychologist
- Any other person the SENCo or parent/carer considers appropriate

The aim of the review will be to:

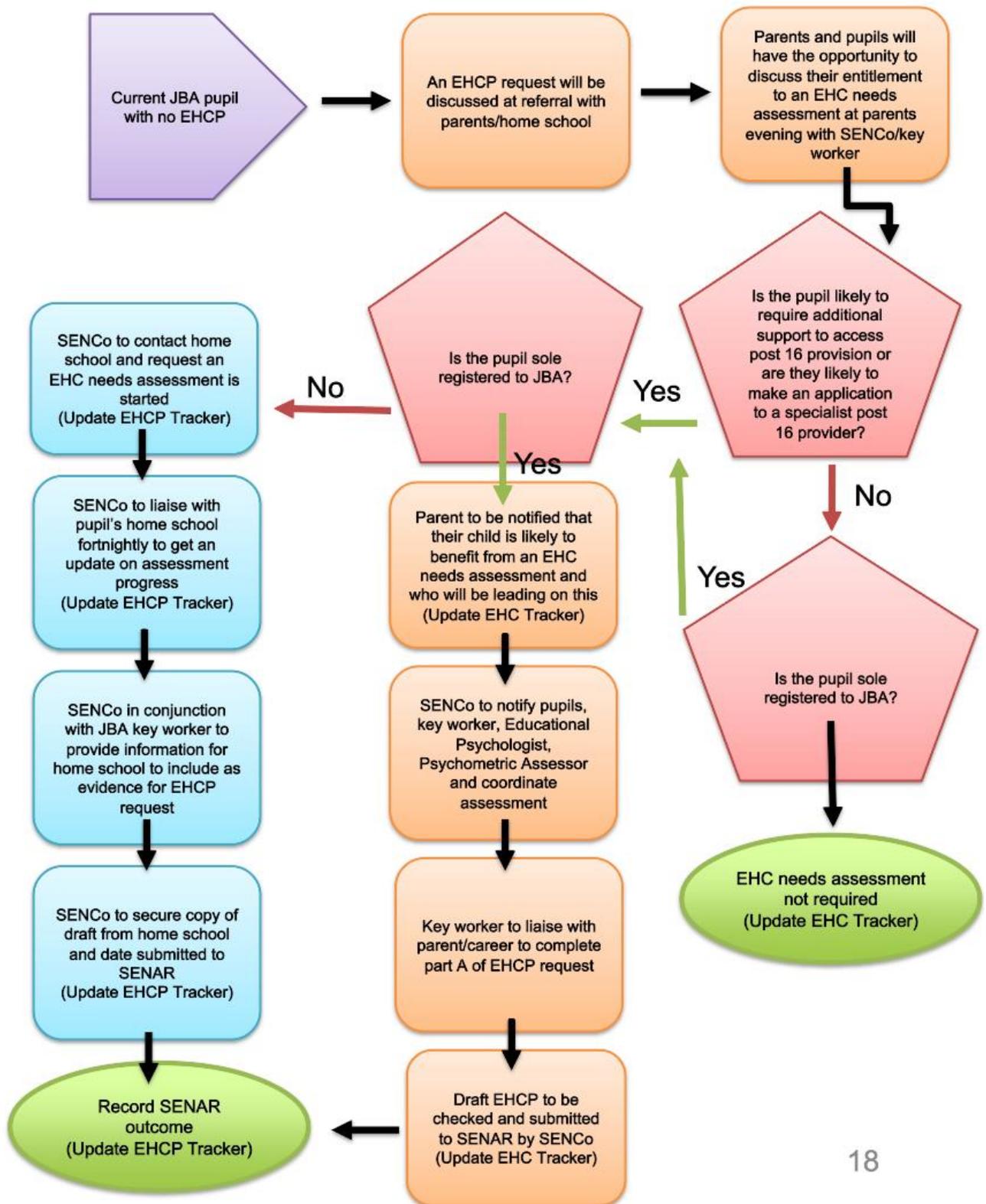
- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year



When pupils are referred to Northfield and Parkway, the consideration of an EHCP application is discussed at referral. If it is deemed appropriate, the home school will lead this process, with the support of the JBA SENCo.

Within the time limits set out in the Code of Practice, the SENCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Appendix 4: Process for submitting an EHCP request





Medical Care & Pupil Support Plan

Pupil Name:	Sector:	FSM	
Completed by staff:	Date Completed:	Form:	

Care
Forward Thinking / Other Agencies Involved (Name & Number):
Describe Condition and give details of individual symptoms:
Daily Care requirement:
Signs to look out for:
Emergency Contacts:

Environment					
Known sensory distractions or triggers					
Visual <input type="checkbox"/>	Auditory <input type="checkbox"/>	Touch <input type="checkbox"/>	Movement <input type="checkbox"/>	Proximity of peers <input type="checkbox"/>	Other <input type="checkbox"/>
Visual Timetable <input type="checkbox"/>	Talk Time <input type="checkbox"/>	Time out cards <input type="checkbox"/>	Traffic light cards <input type="checkbox"/>	Social Story <input type="checkbox"/>	Heaphones <input type="checkbox"/>
Lunchtime club <input type="checkbox"/>	Lunch in own area <input type="checkbox"/>	Circle of friends <input type="checkbox"/>	Task Cards <input type="checkbox"/>	Mentor <input type="checkbox"/>	Timers <input type="checkbox"/>
Fidgets <input type="checkbox"/>	Home School Book <input type="checkbox"/>	Pre-Tutoring <input type="checkbox"/>	Behaviour Plan <input type="checkbox"/>	Highlighting <input type="checkbox"/>	Care Plan <input type="checkbox"/>



I need to be seated:		Access to a quiet room or area if required:	
Time out needed:		Number of Staff / pupil ratio:	
Individually taught:		Can work in whole class situations	

Emotional

Accurate, realistic and positive self-concept	Choose an item.	Knows strengths, limitation and triggers	Choose an item.	Ability to make sense of life		Ability to develop peer relationships	
Listening skills	Choose an item.	Demonstrates feelings in appropriate manner	Choose an item.	Understands the links between thoughts, feelings and behaviour	Choose an item.	Managing to resist unhelpful impulses	Choose an item.
Able to set goals and celebrate success	Choose an item.	Ability to monitor and evaluate own performance	Choose an item.	Demonstrates persistence	Choose an item.	Demonstrates resilience	Choose an item.
Ability to break large steps into small steps	Choose an item.	Ability to balance self and solve interpersonal problems	Choose an item.	Communicating effectively	Choose an item.	Demonstrates empathy towards others	Choose an item.

Behaviour

Behaviour Objectives

Triggers / Warning Signs

De-escalation Strategies

Risk Assessment

Risk of sexual exploitation or harm	Risk of absconding	Risk of fabricating illness	Risk of self-harm	Risk of damaging property	Risk of physical violence or attack	Risk of radicalisation	Risk of exploitative behaviours	Risk of abusive or hurtful remarks	e-safety risks	Substance Misuse	Fire Setting
Choose an item. ▮	Choose an item. ▮	Choose an item. ▮	Choose an item. ▮	Choose an item. ▮	Choose an item. ▮	Choose an item. ▮	Choose an item. ▮	Choose an item. ▮	Choose an item. ▮	Choose an item. ▮	Choose an item. ▮

Indications of persons at risk (eg. Females, young children)

Measures to reduce risk:

Other issues:

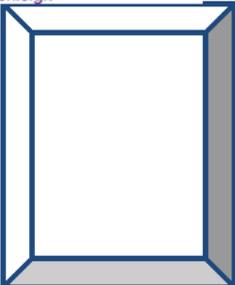
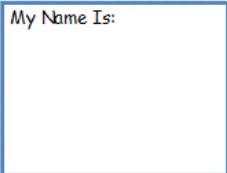
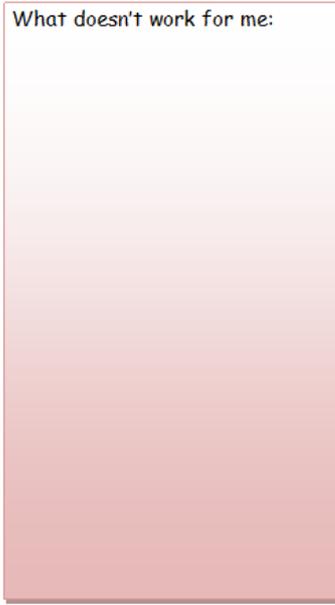
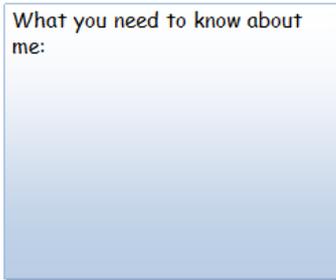
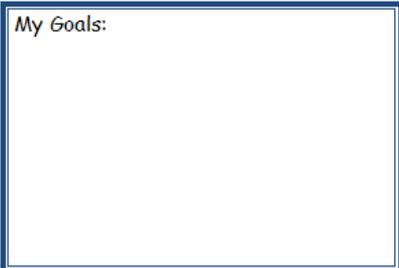
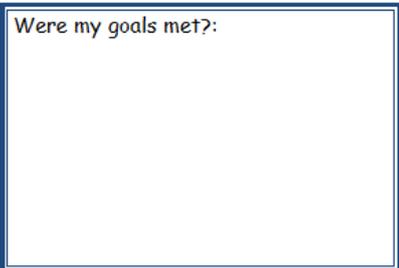
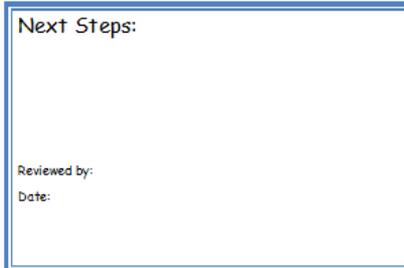


Appendix 6: Support Plan, Willows

Pupil Support Plan				
To be completed on school entry (to be reviewed prior to CPAs and updated when necessary). The audience of this document is professionals but should capture pupil voice as much as possible.				
Pupil name:	Sector: Willows	Year group: Age:		
Completed by staff:	Date completed: Date reviewed:	Ward:		
Medical alerts (As appropriate)				
Describe condition and give details of individual symptom's:				
Care requirements:				
Special Educational Needs				
Brief overview of special educational needs or formal diagnoses of conditions:				
Professionals and agencies involved: (for any contact details please refer to context spreadsheet.)				
Risk alerts – Consistent risks to be aware of: (please refer to weekly ward round feedback and daily handover notes for changes to risk):				
Environment				
Known sensory distractions or triggers				
Visual <input checked="" type="checkbox"/>	Auditory <input type="checkbox"/>	Touch <input type="checkbox"/>	Movement <input type="checkbox"/>	Proximity of peers <input type="checkbox"/>
What I find unhelpful in my learning environment:				
My learning environment preferences and strategies:				
Teaching and Learning				
What doesn't work for me:				
My teaching and learning preferences and strategies:				
Emotional and Mental Health (Please refer to the Mental Health Functioning in Education assessment tool.)				
Interventions and strategies used at Willows to support my emotional wellbeing and Mental Health needs:				



Appendix 7: Single Page Profile, Ardenleigh

 Ardenleigh  My Name Is: 	What works for me: 	What doesn't work for me: 	What you need to know about me: 
			Interventions: 
My Goals: 	Were my goals met?: 	Next Steps: 	Reviewed by: Date: