

Special Educational Needs and Disabilities Policy



**LIVINGSTONE
ACADEMY
BOURNEMOUTH**
an Aspirations Academy

Date of last review: September 2023	Review Period: 1 year	Date of next review: September 2024
Owner: SENCO	Type of policy: School	Approval level: LAB

SEND Policy Statement

This policy is in line with the [Special Educational Needs and Disabilities Code of Practice 2015](#) and provides a clear framework for its implementation in our Academy and has been written with reference to the following guidance and documents:

- [Equality Act 2010: Advice for schools – \(DfE May 2014\)](#)
- [SEND Code of Practice 0 to 25 \(January 2015\)](#)
- [Schools SEN Information Report Regulations \(2014\)](#)

Livingstone Academy is committed to equality of opportunity and provides full access to the Curriculum for all students, including those with special educational needs. All students will be admitted to Livingstone Academy, irrespective of their needs, where a placement is deemed appropriate.

Livingstone Academy uses the definition for Special Educational Needs and Disabilities from The Code of Practice 2015.

SEND A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Disability Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there can be an overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The Academy recognises that students with special educational needs and disabilities may fall into one or more of the following four categories:

- **Communication and Interaction Difficulties** - students may have speech and language delay, impairments or disorders, hearing impairments or autistic spectrum condition.
- **Cognition and Learning Difficulties** - students may experience general or specific learning difficulties and require systematic programmes to aid progression. Specific learning difficulties include, for example, dyslexia and dyspraxia.
- **Emotional and Mental Health Difficulties** - students may be suffering from anxiety or depression, be withdrawn or isolated, disruptive or disturbing their peers, overactive, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.
- **Sensory and/or Physical Difficulties** - students may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological, or metabolic causes and require access to specific facilities or equipment.

Aims

- To identify through appropriate assessment those students with special educational needs and disabilities.
- To ensure that all students receive a high quality, challenging education.
- To ensure that SEND provision in the Academy is effective in meeting the needs of students with SEND so their performance is in line with their neurotypical peers whenever possible.
- To ensure that every effort is made to allow all students with SEND to experience educational success and to feel that they are a valued member of the Academy.
- To ensure that all students enjoy equality of educational opportunity through the planning, organisation and implementation of appropriate scaffolded support.
- To recognise and allow for individual differences between students, understanding that: students develop intellectually, emotionally and physically at different rates and that students' needs change with time and circumstances.
- To recognise that educational provision must be adapted to keep pace with these changes in terms of scaffolded support within the classroom.

Objectives

The staff will work together as a whole to achieve these aims by using a graduated response of:

- Prompt identification of those students who may have special educational needs.
- Assessing a student's individual needs as soon as cause for concern has been raised.
- Monitoring and reviewing students' performance and progress, implementing agreed targets and evaluating these termly.
- Providing the appropriate scaffolding and support to meet specific needs.
- Working in partnership with parents/carers by liaising with and supporting parents/carers to ensure that they play an active and valued role in the education of their children.
- Working in partnership with appropriate outside agencies and professionals to ensure that we have a multidisciplinary approach to planning and implementing appropriate and effective support.
- Working in partnership with students to ensure that they play an active and valued role in their own education, including setting challenging targets, monitoring and reviewing their own progress.
- It is intended that this SEND policy will form the framework for special needs and disabilities provision within the Academy and that it will continue to be a practical working document.

Definitions, areas of need and identification.

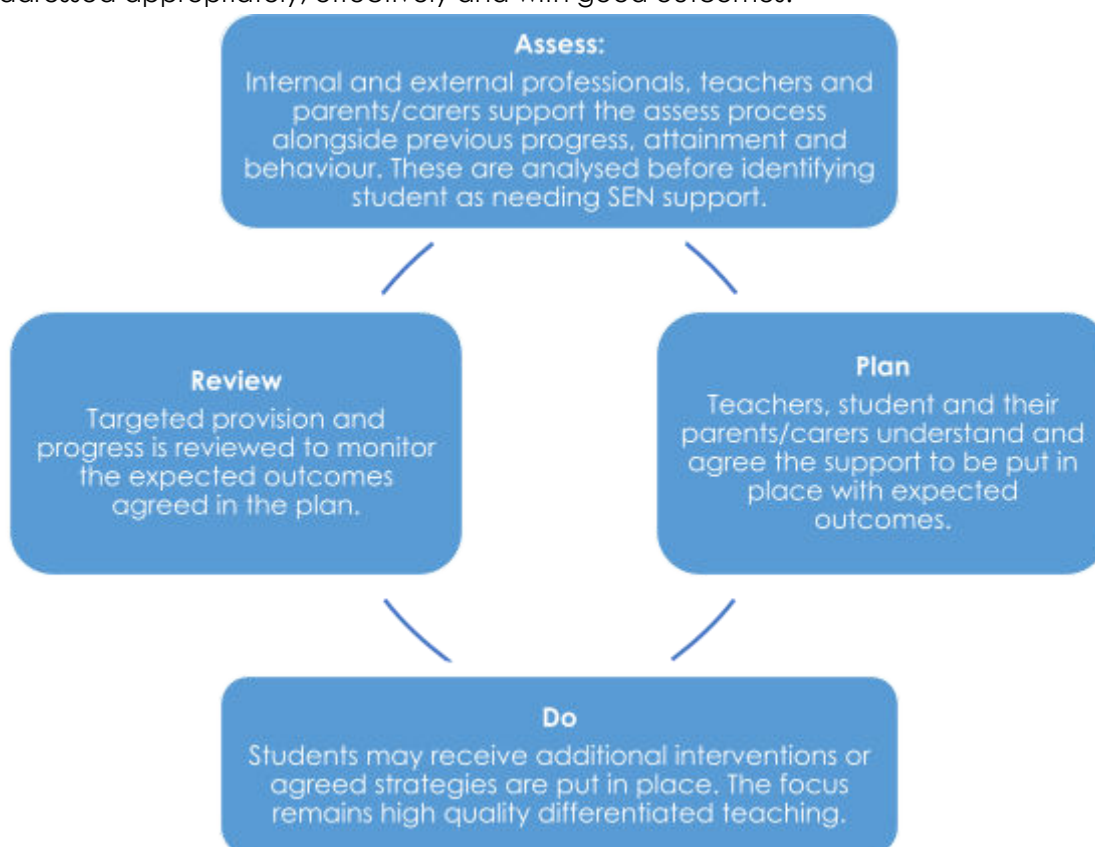
Students are identified as having special educational needs when due to one or more of the following factors, they find it hard to learn and are not making the required amount of progress, compared with the majority of students of the same age.

- Communication and Interaction difficulties.
- Sensory and/or Physical disabilities.
- Cognition and Learning difficulties.

- Social, Mental and Emotional Health Issues.

Internal and external professionals, teachers and parents/carers are often called upon to support in the assessment process of an individual who may be suspected as having one or more 'Special Educational Need'. Once this has been achieved, Livingstone Academy will let parents/carers know and if required, either a meeting or information sharing will be arranged to discuss the support and intervention required. This will enable the young person or their families the chance to express their thoughts and desires in relation to the provision to be provided. Subsequent communication will follow with parents/carers, internal and possibly external professionals in relation to the progress and review of the support needed.

Where a student is identified as having SEND and or a disability, Livingstone Academy adopts a process of "Assess, Plan, Do, Review". This method is detailed below and is firmly embedded in working closely with parents / carers and students to agree, action and monitor individual progress over time so that special educational needs for all students are addressed appropriately, effectively and with good outcomes.



Assessment

Screening Assessment to identify students with literacy difficulties: Consideration will be given to administering this test to students in Y7, 8 and 9 so as to have an indicator of student progress in reading throughout KS3.

Individual assessment of students with literacy difficulties: Trained staff working with students on a withdrawal basis will commence their work with each student by carrying out a series of

assessments. These assessments will be updated each term in order to measure progress and inform future target-settings.

Assessment by Local Authority Services: Some students will present with learning difficulties which will require assessment by one of the specialist services provided by the LA. In each case, evidence of a student's difficulties are required, along with details of the provision which has already been made to support the student, before a referral can be made by the SENCO.

Provision for students on the SEND register

The role of the subject teacher: Through appropriate scaffolding support and retrieval practice, all teachers will endeavour to ensure that SEND students' progress is in line with their neurotypical peers. Those designated as having responsibility in each subject area, will have a key role in ensuring that this takes place. All teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs. As well as paper copies being held by the SENCO, all teachers will have access to individual SEND information from the electronic teacher-shared drive and from our school database. All teachers will be provided with a comprehensive guide to supportive and successful classroom strategies for working with students with SEND. Reference to Provision Maps/One Page Profiles will be made when teachers input evidence of student progress towards targets prior to SEND reviews. This evidence is collated and summarised and forms an important part of the review process and future target setting.

The role of School and subject Areas: All teaching of SEND students should match that of their neurotypical peers with scaffolded support and increased retrieval practice, in order to eliminate practice gaps, when appropriate. Teachers should recognise the wide range of student abilities and departmental schemes of work should reflect awareness of the need to provide appropriate support in terms of writing frames and work modelling. Teachers should be aware of the importance of identifying students who have special educational needs and referring them to the SENCO. Time should be allocated during school meetings so that SEND is a regular item. All teachers will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs as appropriate. The monitoring of progress of SEND students is the responsibility of all teachers of these students. Where support staff are involved, they are also expected to contribute to the monitoring process. Provision Maps provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.

The role of Teaching Assistants (TAs): TA support in class or through 1:1 or group intervention is allocated on the basis of student need and entitlement. Priority is given to providing support for students with an EHCP. The primary role of TAs is to enable access to the curriculum, support high level learning and promote inclusion. Teachers should maximise the effectiveness of TA support within lessons by; noting the role of the TA in their planning, providing the TA with an overview of the lesson, discussing lessons and scaffolding support needed and be acutely aware of any practise gaps. TAs are directed by the SENCO to provide specific, targeted scaffolded support for students at EHCP and SEND support. For most students, the need for support is greatest in core subjects, each student having an equal amount of support. For those students who are on the SEND register and are deemed as 'SEND Support' (K), the TA will provide support for these students, only when in the same

core lesson as a student with an EHCP. TAs are trained and upskilled to enable them to provide high quality intervention. Interventions will be monitored and assessed by TAs, the SENCO and Subject Leaders

Provision Maps

All students on the SEND register will have a PM, which is designed as a One Page Profile. All PMs will be accessible to teaching staff digitally. PMs are updated as needed and after annual review meetings as necessary. Subject teachers should use PMs as 'working documents'; note any strategies used in order to meet a students' needs, as well as the students' response to such strategies. Used in this way, PMs can provide evidence of student progress. PMs are reviewed and outcomes monitored termly.

The Review Procedure

Annual Reviews of EHCP Students: Annual Reviews will be held in accordance with LA procedures and statutory requirements. EHCP students will also be reviewed as needed, at meetings throughout the year, such as tutor and subject evenings. Relevant Staff will be invited to attend Annual Reviews, along with other in-school staff and professionals from other agencies who are working with the student.

Reviews for students at SEND Support level: Reviews for these students will be held as needed with the SENCO and those staff responsible for SEND within their faculties. Other reviews are conducted throughout the year, such as tutor and subject evenings with parents/carers. It is sometimes necessary to discuss a student's progress and provision with parents/carers and outside agencies more often than the standard procedure. Such meetings will be regarded as a review and will often be held as a result of underachievement and lack of academic progression.

Monitoring Student Progress

Student progress is monitored by the following means:

- Through the SEND review procedure, as outlined above.
- Through the whole-school review procedure; data entries by subject teachers are used by the SENCO to assess progress in attainment. This occurs after each end of unit assessment in all subject areas.
- At intervention review meetings between TAs/Subject Leaders and the SENCO.

Exam Access Arrangements

Special arrangements will be made for students who are sitting examinations/assessments to ensure that they receive the arrangements to which they have an entitlement. Students are assessed in accordance with the requirements of the examination board and the necessary access arrangements are made. In line with examination board requirements, access arrangements will reflect normal working practice.

Making a complaint

The Governing body is responsible for ensuring that a complaint has been dealt with through the Academy's specified complaint procedure:

Any parent who is unhappy with the SEND provision at Livingstone Academy, should first discuss their concerns with the SENCO.

- If parents/carers remain concerned, further discussion can then be made to the Executive Director of Learning and/or SEND Governor, who can consider appropriate action with other members of the Governing Body.
- If parents/carers still remain concerned, they can refer to the Local Authority.

Appendices

MTSS Framework

The LAB MTSS Framework includes 4 Domains and 11 Features. The needs of the whole child are successfully met when all the domains and features are effectively implemented with fidelity.



Whole Child Domain

Inclusive Academic Instruction Features

Inclusive Behavioural Instruction Features

Social-Emotional Instruction & Mental Health Support Features

Essential Domains and Features to Support the Whole Child

Leadership Domain

Strong & Engaged Leadership Features

Strong Educator Support System Features

Integrated Supports Domain

Organisational Structure Features

Strong & Positive School Culture Features

Family & Community Engagement Domain

Trusting Family Partnership Features

Trusting Community Partnership Features

Whole Child Domain

The whole child is supported through a multi-tiered continuum of research-based, system-wide practices of data-based decision making used to meet the academic, behavioural, social-emotional and mental health needs of all students.

Inclusive Academic Instruction Features <ul style="list-style-type: none">• Identify and utilise a comprehensive assessment system (resource possibilities)• Create and utilise teams, including specialised service providers• Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for academic content• Develop guidelines to implement curriculum with Universal Design for Learning (UDL)• Utilise LAB Content Standards and Curriculum Frameworks• Support Literacy across the academy• Embody the Teacher Competencies fully as they reflect Culturally Relevant and Responsive Teaching Practices	Inclusive Behavioural Instruction Features <ul style="list-style-type: none">• Identify and utilise a comprehensive assessment system (resource possibilities)• Create and utilise teams, including specialised service providers• Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for behaviour.	Social-Emotional Instruction & Mental Health Support Features <ul style="list-style-type: none">• Identify and utilise a comprehensive assessment system (resource possibilities)• Create and utilise teams, including specialised service providers, such as community mental health providers• Integrate trauma-informed practices• Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for social-emotional and mental health• Embody the Teacher Competencies as they support SEL• Integrate mental health supports
---	--	---

Leadership Domain

Equity thrives with strong and actively engaged leaders who are committed to improving teaching and learning within a system that empowers educators and school personnel.

Strong & Engaged Leadership Features

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team for MTSS
- Create opportunities for all to contribute
- Use data to guide decisions, including student outcomes, implementation, and capacity

Strong Educator Support System Features

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data, including student outcomes, implementation, and capacity
- Conduct strengths-based evaluations based on performance standards, including but not limited to:
 - [UK Teaching Standards](#)
 - [Student Centred Teacher Competencies](#)

Integrated Supports Domain

Equity emerges when an educational system includes all students, personnel, and stakeholders within a positive culture and ensures full access for all students to participate in all school-related activities.

Organisational Structure Features

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture Features

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff & students to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate equitable, culturally relevant and responsive practices that respect diversity (CLRT)
 - Integrate trauma-informed and [Restorative Practices](#)
 - Utilise [Transformative SEL](#)

Family and Community Engagement Domain

When families, community members, and schools form partnerships in which each benefits from and supports the others, the local culture supports and sustains equity within a school.

Trusting Family Partnerships Features

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information to parents & carers

Trusting Community Partnerships Features

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

LAB Continuum of Support

LAB MTSS is built on the premise that universal support must be provided for all students while recognising that some students may need supplemental support at various times and a few students may require more intensified support some of the time to be successful in the most inclusive and equitable learning environment of their grade-level peers.



**LIVINGSTONE
ACADEMY
BOURNEMOUTH**
an Aspirations Academy

All Students

Universal Support

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavioural, social-emotional and mental health development.

Universal Support ALL Students

Teams
School Level
Grade/Department Levels
Teaching Teams
Data
Universal Screeners
Outcome Measures
Fidelity Data
Evidence-based Practice
Curriculum
Instruction
Continuous Improvement Process
School and Grade Levels
Strengths-based

Adapted from SWIFT Education Center

Some Students

Supplemental Support

Additional services are provided to some students to support academic, behavioural, social-emotional and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports and available to all students, regardless of identification for SEN, through the use of diagnostic and progress monitoring assessments.

Supplemental Support Some Students

Expanded Grade & Teaching Teams
Specialists
Parents & Students
Data
Decision Rules
Daily Monitoring
Frequent Progress Monitoring
Intervention Fidelity Data
Interventions
Based on Identified Needs
Frequency, Duration, & Timeline Matched to Need
Intended to be Flexible
Continuous Improvement Process
Group Individual Levels
Strengths-based

Few Students

Intensified Support

Targeted supports are provided to students with greater needs to support academic, behavioural, social-emotional and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are used in addition to, not in place of universal supports, via specialised service providers, regardless of identification for SEN, through the use of diagnostic and progress monitoring assessments.

Intensified Support Few Students

Expanded Grade & Teaching Teams
Specialists
Parents & Students
Data
Decision Rules
Daily Monitoring
Frequent Progress Monitoring
Intervention Fidelity Data
Interventions
Based on Identified Need
Frequency, Duration, & Timeline Matched to Need
Intended to be Flexible
Continuous Improvement Process
Individual Level
Strengths-based

Appendix 2 – Strategies to reduce dependence

- Students can only work independently if the work is pitched at the right level. This sometimes means tracking back to earlier learning objectives and designing activities that will help the student or a group achieve them.
- Teaching Assistants need to know what students are meant to be learning so that they can focus on this, rather than on whether or not students have completed particular tasks.
- Sometimes Teaching Assistants are deployed to support a student or group of students, when other modifications/adjustments would have allowed the student or group to work independently. A simple example would be the use of a netbook with a spell check in lessons instead of a scribe for a dyslexic student. The use of other modifications/adjustments should always be explored before additional support is brought in.
- When supporting a student or group, the Teaching Assistant should stay with the students only as long as it takes to make sure they understand what they have to learn or do. This might be modelling what has to be done – either by using the actual task or a parallel one – and encouraging students to ask questions. The assistant should then move away. Students can be encouraged to stay 'on task' if the assistant monitors them from a distance and provides praise for appropriate behaviour.
- Teachers should discuss the issue of independence with the assistants they work with. It may be helpful to demonstrate ways of prompting students to think for themselves, for example:
 - When students are successful, asking them what it was they did for them – this will
 - Help them identify successful learning strategies and encourage them to use them to work independently on other occasions
 - Build in 'wait time' after asking a question
 - Avoid giving students the answer – instead, 'scaffolding' their thinking with
 - Further clues and questions until they reach the answer themselves
 - Ask students to 'have a go' before they ask for help, and praising them for this,
 - Suggest a student works with a 'study buddy' for a while rather than an assistant

Appendix 3 - Effective Support

Effective support is:

- Discreet – so students are not embarrassed in front of their peers
- Selective – used at particular times for particular purposes, or used in particular subjects, but not overwhelming so that students never work without support
- Aimed at building independence, not encouraging dependence
- Aimed at building a student's self-confidence, by enabling them to succeed and giving feedback and praise
- Aimed at increasing student's inclusion in the peer group and not isolating them
- Based on an understanding of a student's needs
- Skilled - delivered by trained adults with good subject and SEND knowledge
- Informed - delivered by support assistants who know the overall objectives for the lesson and what each student is intended to learn, and are clear about their role in helping students to achieve learning outcomes
- Planned – the teacher and the support assistant take time to plan together

- Governed by agreed ground rules about who can do what in a lesson , and when – for example rewards and sanctions
- Useful for teacher's planning, by providing observation and feedback on student's progress.

Appendix 4 – One Page Learning Profile sample

Learning Profile				
First Name		Last Name		STUDENT PHOTO
Year		Tutor Group		
SEND Stage		Need		
Reading Age		Spelling Age		
KS2 Maths		KS2 English		
Nature and Area of Learning Difficulty:		Current Interventions in Place:		
Student Voice:		Student Targets:		
Teaching Strategies:		What to Avoid:		
•		•		
Created by:		Date:		