Special Educational Needs and Disabilities Policy

'At Livingstone Academy Bournemouth, our Guiding Principles of Self-worth, Engagement and Purpose are at the heart of everything we do and every decision we make.'

Date of next review:	Sept 2027	**Owner:**	Principal
Type of policy:	Academy	**Approval level:**	Regional Board

Principles of the SEND policy

Livingstone Academy Bournemouth values the diverse abilities of all pupils and is committed to providing an inclusive learning environment where all pupils can thrive. We believe that all pupils should be equally valued and strive to eliminate prejudice and discrimination. We aim to create an environment whereby all pupils will flourish, feel safe and be the best version of themselves. Livingstone Academy Bournemouth is committed in their approach to inclusion and equal opportunities, and will actively seek to remove barriers to learning and participation that can otherwise hinder or exclude pupils with Special Educational Needs and Disabilities (SEND).

This policy builds on our belief that all pupils are entitled to a balanced and broad curriculum and our commitment to include pupils of all backgrounds, abilities and needs in mainstream education where practically possible and within the spirit of efficient use of resources and funding. Our SEND policy takes account of Government legislation including the Equality Act 2010 and responds to changes to the SEND Code of Practice (DfE,2014) and the Teachers' Standards document (DfE,2014) which emphasise the role and accountability of classroom teachers regarding provision for, and progress of, pupils with SEND. Livingstone Academy Bournemouth is committed to equality of opportunity and provides full access to the Curriculum for all pupils, including those with SEND. All pupils will be admitted to Livingstone Academy Bournemouth, irrespective of their needs, where a placement is deemed appropriate.

SEND Policy Statement

Our SEND policy takes account of Government legislation and responds to guidance outlined in the SEND Code of Practice. The SEND Policy provides a clear framework for its implementation at Livingstone 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)
- Teachers Standards document (DfE, 2011)

Aims

- To ensure that all pupils have access to a broad, balanced, high quality and ambitious curriculum
- Where appropriate, to provide an adapted and/or differentiated curriculum, appropriate to the individual's needs and abilities
- To identify, as early as possible, through appropriate assessment, those pupils with SEND
- To ensure that SEND provision at Livingstone Academy Bournemouth is effective in meeting the needs of pupils with SEND so their performance is in line with their non-SEND peers whenever possible
- To actively implement the assess, plan, do, review cycle
- To ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment

- To ensure that pupils with SEND and their parents/ carers are involved in discussions and decisions affecting SEND provision
- To ensure that every effort is made to allow all pupils with SEND to experience educational success and to feel that they are a valued member of the Academy
- To ensure that all pupils enjoy equality of educational opportunity through the planning, organisation and implementation of appropriate scaffolded support
- To recognise and allow for individual differences between pupils, understanding that pupils develop intellectually, emotionally and physically at different rates and that pupils 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
- To ensure that pupils with SEND are assisted during their transition into and out of Livingstone Academy Bournemouth
- Make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions

Objectives

We recognise that some pupils may have additional needs at some time during their learning journey at Livingstone Academy Bournemouth. We believe that there will be some pupils who will require support to overcome their barriers and challenges, while others will have significant and long term needs. We believe that much can be achieved to overcome and support these needs through pupils, parents/carers, education colleagues and wider professional services working together collaboratively. Pupils of all ages and abilities may develop learning difficulties and/or physical disabilities at any time; a whole academy commitment is therefore necessary. Livingstone Academy Bournemouth will maintain high standards and expectations of all pupils, underpinned by a commitment to enhance personal and academic progress for all pupils, including those with SEND. Therefore, additional provision for pupils with learning, communication, physical, sensory, emotional or mental health needs is balanced with appropriate and ambitious challenge, to reach short and longer term outcomes for those with SEND. Livingstone Academy Bournemouth aims to demonstrate that all pupils are capable of excellence.

Livingstone Academy Bournemouth aims to meet the needs of all pupils with SEND in a graduated and timely manner, with effective communication with pupils and parents/carers and coordination with other agencies/services. In meeting the needs of pupils with SEND, the academy acknowledges the need to keep up to date with government legislation, advice, publications and research. In addition, Livingstone Academy Bournemouth will have particular regard to the Local Authorities practice and policy for SEN, Inclusion and Disability within BCP (Bournemouth, Christchurch & Poole Council). Particular emphasis will be placed on the graduated response to SEND, to access the very best provision for pupils.

Definitions

Livingstone Academy Bournemouth 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.*

Equality and discrimination The Equality Act (DfE,2010)

The Equality Act (DfE,2010) strengthens the right to a mainstream education and delivers enforceable civil rights for disabled pupils. The Act ensures access to school education and is supported by the Disability Discrimination Act 1995. It also covers the admission of disabled pupils to schools, and the education and associated services to pupils. Livingstone Academy Bournemouth aims to:

a) Treat disabled pupils and pupils with medical conditions fairly and equally to other pupils

b) Make reasonable steps to ensure that pupils with disabilities are not placed at a disadvantage compared to other pupils

c) Plan strategically for and make progress in improving the physical environment for disabled pupils, increasing disabled pupils' participation in the curriculum

d) Include pupils with disabilities in all on site and off site activities, where reasonably possible, to ensure equal educational and social opportunity for all pupils.

Livingstone Academy Bournemouth strives to maintain a climate of tolerance, understanding, respect and trust that allows all pupils and staff irrespective of learning need, disability, beliefs, background or sexuality to feel safe and be safe from any form of discrimination or emotional or physical harm.

The SEND Code of Practice

The DfE revised the Special Educational Needs and Disabilities Code of Practice (CoP) in September 2014. All Schools, Academies and LAs must have regard to the CoP when identifying and providing for children who have special educational needs. Staff at Livingstone Academy Bournemouth have regard for the CoP. A SEND register is regularly updated in accordance with the principles and practices outlined in the 2014 SEND CoP and it is available to all teaching and support staff. Parents/carers will be informed when their child is placed on or removed from the SEND register.

Areas of SEND need and identification

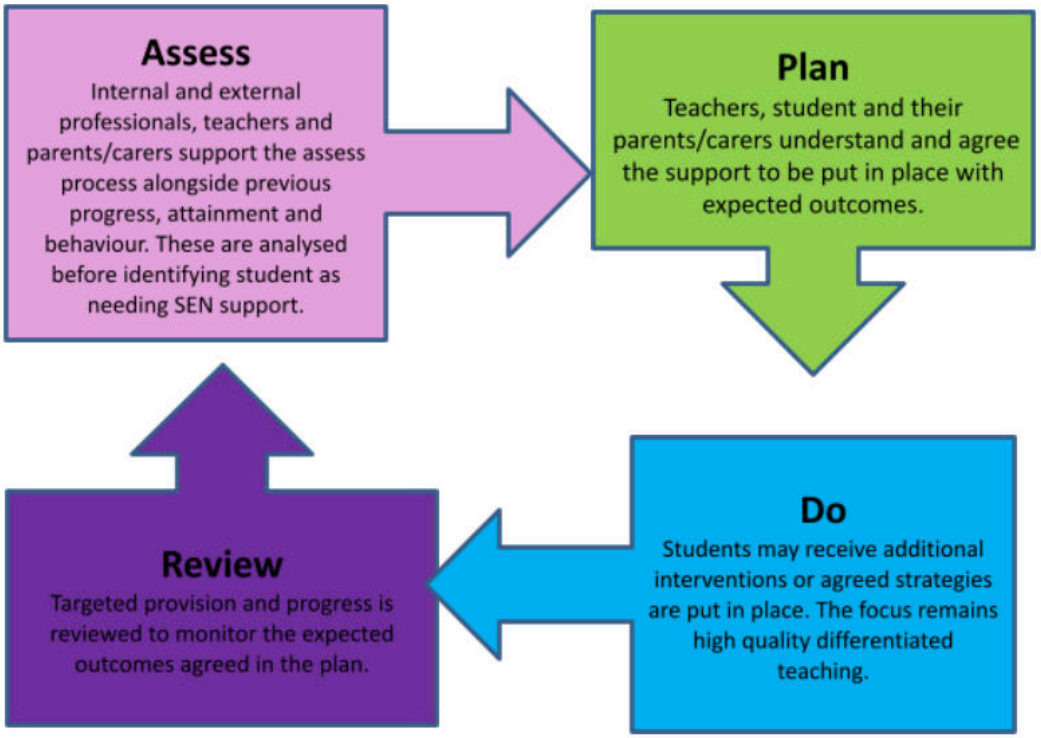
Livingstone Academy Bournemouth recognises that pupils with SEND may fall into one or more of the following four categories:

- **Communication and Interaction Difficulties (C&I)** - pupils may have speech and language delay, impairments or disorders.

- **Cognition and Learning Difficulties (C&L)** - pupils may experience general or specific learning difficulties and require systematic programmes to aid progression. Specific learning difficulties include, for example, dyslexia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties (SEMH)** - pupils suffering from anxiety or depression may be withdrawn or isolated, disruptive or disturbing their peers, overactive, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.
- **Physical Difficulties and/or Sensory (P&S)** - pupils 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.

The designated teacher responsible for coordinating SEND provision is Assistant Principal for Inclusion Mrs Laura Burder and can be contacted by email lburder@livingstone-aspirations.org or send@livingstone-aspirations.org

Where a pupil is identified as having SEN and/or a Disability, Livingstone Academy Bournemouth adopts a process of 'Assess, Plan, Do, Review'.



This method is firmly embedded in working closely with parents/carers and pupils to agree, action and monitor individual progress over time so that special educational needs for all pupils are addressed appropriately, are time effective and bring about impactful outcomes. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers;
- prevents the attainment gap widening;
- is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- equals or improves upon the pupil's previous rate of progress;
- ensures full curricular access;
- shows an improvement in emotional regulation/engagement/confidence/self esteem.

All of the above is likely to lead to Further Education, training or employment.

Assessment

Assessment is the process by which pupils with SEND can be identified. All pupils partake in routine assessment throughout the academic year - the results of which may trigger further pupil assessment and/or screening for possible SEND. A pupil's behaviour or level of engagement with learning can also trigger an assessment of need. An assessment may involve internal and/or external professionals/specialists. Parents/carers will always be informed when external services are involved in assessing their child's needs.

SEND Graduated Response

Livingstone Academy Bournemouth takes a graduated response approach so that levels of support and intervention increase or decrease with a pupil's level of need. Beyond that of the Universal offer for all pupils, support is offered in 'waves' as follows:

- **Wave 1** - SEND monitoring, an internal (in house) provision beyond that of the universal offer, but not at SEN Support level.
- **Wave 2** - SEN Support/targeted intervention, an external professional / service is involved with the pupil/family and/or a significant level of provision is required to support the pupil access day to day learning.
- **Wave 3** - EHCP/specialist support - pupils with complex needs requiring a bespoke provision of support.

Provision for SEN Support pupils (Wave 2)

A pupil will be placed on the SEND register if they have been identified as needing sustained intervention, normally provided by an external professional, that is "additional to or different from" that provided as part of the Academy's usual adapted curriculum and without the additional support:

- Makes little or no progress even when teaching approaches are targeted particularly in the pupil's identified area of difficulty.
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in other curriculum areas that may need further intervention/investigation.
- Presents persistent social, emotional and mental health difficulties.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adapted teaching and learning environment.

Pupils receiving such additional support are recorded at the 'SEN Support' stage (Wave 2) of the SEND register, in line with the SEND CoP (DfE,2014).

SEN support will take the form of a four-part cycle (Appendix 1) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing impactful outcomes. This is known as the graduated approach – assess, plan, do, review.

The provision offered to SEN Support pupils will differ from pupil to pupil. Provisions may include, but are not limited to:

- Short term interventions (literacy, numeracy, social skills)
- Short term intervention support materials for home (touch typing, spelling, handwriting)
- adapted or modified materials, resources or equipment
- use of alternative technologies
- peer-to-peer or group support / intervention
- use of well-being support
- Exam access arrangements as a normal way of working

Provision for pupils with an EHCP (Wave 3)

Where concerns remain despite sustained intervention, Livingstone Academy Bournemouth will consider discussing with parents/carers the need to apply for an Education and Health Care Needs Assessment (EHCNA), through the BCP Authority. Parents/carers will be fully consulted at each stage. An Education and Health Care Plan can only be sought if the pupil has severe and complex needs, ordinarily in multiple areas of SEND. The SEND graduated response would have been meticulously followed, in doing so collecting evidence over time.

Parents/carers have a right to request a Statutory Assessment for an Education and Health Care Plan directly through the Local Authority. Livingstone Academy Bournemouth is committed to support such applications.

For pupils in receipt of an EHCP, the statutory document outlines information about the pupil including their interests, needs, provision and desired outcomes.

Breadth of curriculum access and use of The Academic Resource Center (ARC)

Livingstone Academy Bournemouth strives to be an inclusive learning environment for all, adopting a sense of community and belonging through:

- an inclusive ethos
- a broad and balanced curriculum for all pupils
- a system for early identification of barriers to learning and participation
- high expectations for all pupils
- support for the 'whole child' both academically and pastorally

Livingstone Academy Bournemouth has adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Where this is not possible, reasonable adjustments are made and a graduated response provided. Every effort is made to ensure that they have full access to all aspects of learning at the academy including off-site visits, clubs and sporting events and we celebrate the achievements of all our pupils. The use of The ARC is by agreement with the Assistant Principal Inclusion and is time bound based on each pupil's individual circumstance. The use of The ARC will further strengthen the provision for SEND rather than isolate or segregate SEND learners from the specialist teaching.

Provision Map

Provision Map is an inclusion mapping tool which allows the academy to accurately track provisions for which each pupil has been in receipt of. This allows the Inclusion team to accurately place the pupil on the SEND graduated response. Provision Map is accessible for all teaching and support staff. The platform will outline the learners profile, show current and historical (reviewed) Individual Education Plans (IEPS), health care plans, important documents pertaining to the pupil, supportive strategies and SMART targets. All staff should use Provision Map to evoke a consistent response to pupil's needs across the curriculum.

The Review Procedure

Pupil progress is monitored and reviewed through ongoing observation and assessment for learning. In addition, the termly whole-school assessment point (AP) procedure provides data across the curriculum that supports the assessment of progress in attainment.

Review of SEN Support and the SEND register is ongoing. The latter is treated as a fluid document with pupils going onto and coming off of the SEND register as required. IEPs will be reviewed on a 6 monthly cycle or updated as appropriate upon receipt of advice, guidance and/or additional needs/diagnosis. Reviews are conducted throughout the year, with the view of the parent obtained in meetings with SENDCos, Assistant Principal Inclusion and at parent/carer evenings. It is sometimes necessary to discuss a pupil'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.

Annual Statutory Reviews of EHCPs will be held in accordance with Local Authority procedures and statutory requirements. EHCP pupils will also be reviewed as needed, at meetings throughout the year. Relevant staff and where appropriate, external agencies and services and will be invited to attend Annual Statutory Reviews, along with any other professional working with the pupil. An Interim Statutory Review can be requested in the event of serious concerns arising regarding the education placement and/or academic attainment of a pupil with an EHCP.

The role of the Assistant Principal Inclusion and SENDCo

The Assistant Principal Inclusion and SENDCos play a crucial role in the coordination of SEND provision across the academy. This involves working with the Principal to determine the strategic development of the policy. Other responsibilities include but are not limited to:

- Overseeing the day-to-day operation of SEND
- With support of classroom based staff, the identification of pupils with SEND
- Coordinating and evaluating the provision for pupils with SEND
- Liaising with and giving advice to classroom teachers
- Overseeing pupils' records in relation to SEND / Inclusion
- Liaising with parents/carers as required
- Evaluating the CPD need of staff and delivery of supportive training on these needs
- Liaising with external agencies, to include BCP support services, Health and Services, and voluntary bodies
- To have regard for all statutory deadlines
- To work within the SEND graduated response, ensuring pupils receive the right support at the right time.

For effective coordination of SEND, staff must be aware of their responsibilities as follows:

- To ensure the Assistant Principal Inclusion is informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about pupils with SEND. This includes access for all staff to the SEND Register, information about learning difficulties and strategies for interventions that can be used to support each pupil with SEND
- Where to find additional information about pupils
- Detailed records are kept on file in the Inclusion department, and shared on Provision Map as appropriate, for access by relevant staff
- The mechanism to alert the Assistant Principal Inclusion to possible SEND needs of pupils

The role of the classroom teacher

Through appropriate scaffolding support, retrieval practice and assessment for learning, all teachers will endeavour to ensure that SEND pupils' progress is in line with their non-SEND peers. The classroom teacher is responsible for the progress of all pupils in their classroom. Subject Leads will have an overview in ensuring that every pupil is making expected progress

in their curriculum area. All teachers contribute to the assessment, monitoring, recording and reporting of progress of pupils with SEND. All teachers will have access to individual pupil SEND information from the electronic teacher-shared drive, school database and Provision Map platform. Teachers must actively use and apply this information to plan well thought through and lessons which show consideration and understanding of the needs of pupils within. The classroom teacher is responsible for:

- Having regard for the academy's procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- Collaborating with the Assistant Principal Inclusion to decide the action required to assist the pupil to make appropriate academic progress.
- Working with the Assistant Principal Inclusion to collect all available information on the pupil's progress.
- Working with pupils with SEND to build upon their knowledge and develop their skills.
- Developing constructive relationships with parents/carer.
- Monitoring the progress of SEND pupils they teach.

Classroom teachers must refer to the Examination Access Arrangements list provided by the Assistant Principal Inclusion and ensure that Examination Access Arrangements for qualifying pupils are applied in tests and mock examinations.

Classroom teachers must encourage pupils to be independent in their learning, taking into consideration the pupil's individual needs. Classroom teachers will show careful consideration for:

- differentiation - pupils 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 pupil or a group achieve them.
- sharing information - Teaching Assistants need to know what pupils are meant to be learning so that they can focus on this, rather than on whether or not pupils have completed particular tasks.
- reasonable adjustment - The use of other modifications/assistive technology should always be explored before additional support is brought in, allowing the pupil to be independent
- misconceptions - ensure pupils 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 pupils to ask questions.
- independence over reliance - Teachers should support Teaching Assistants in identifying when to step away. IIt may be helpful to demonstrate ways of promoting pupils to think for themselves.

The role of the Subject Lead

All teaching of SEND pupils should match that of their non-SEND peers with scaffolded support and increased retrieval practice, in order to eliminate knowledge gaps, when appropriate. Teachers should recognise the wide range of pupil abilities and departmental schemes of work should reflect awareness of the need to provide appropriate support in terms of task differentiation, writing frames and work modelling. Teachers should be aware of the importance of identifying pupils who have special educational needs and referring them

to the Assistant Principal Inclusion . Subject Leads will ensure that SEND discussions are interwoven within departmental meetings. All teachers will contribute to the identification, assessment, monitoring, recording and reporting of progress of pupils with SEND as appropriate. The monitoring of progress of SEND pupils is the responsibility of all teachers of these pupils. Where support staff are involved, they are also expected to contribute to the monitoring process. Provision Map provides information, targets and strategies; they should actively be used by teachers to inform their planning and teaching.

The role of Teaching Assistants (TAs) / Learning Support Assistant (LSAs)

TA support in class is allocated on the basis of pupil(s) need and entitlement. Priority is given to providing support for pupils with an EHCP. The primary role of TAs is to enable access to the curriculum, support high level and accelerated learning and promote inclusion across the curriculum. The Assistant Principal Inclusion will have responsibility for TA deployment. 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 being acutely aware of any knowledge gaps.
- Directing attention of support staff to provide specific, targeted scaffolded support for pupils with an EHCP or at SEND support.

TAs are trained and upskilled to enable them to provide high quality intervention. Interventions will be monitored and reviewed by the TA, classroom teacher, Subject Lead, and Assistant Principal Inclusion as appropriate.

Effective support in the classroom is:

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

Exam Access Arrangements

Exam Access Arrangements (EAA) will be considered for pupils encountering severe difficulties. All staff are responsible for referring pupils (ordinarily year 9) to the Assistant

Principal for EAA consideration. EAA can allow a pupil rest breaks, use of assistive technologies, extra time and in some cases a reader and/or a scribe to aid access to examination questions and to articulate responses to questions. The examination access arrangements can only be granted by the regulatory authority (JCQ) if:

a) Thresholds of assessment and need have been met
   And/or
b) The access arrangement can be evidenced as 'normal working practice' for the pupil. Pupils are assessed in accordance with the requirements of the examination board and the necessary access arrangements are made. Support will also be made available during assessment sessions and mock examinations. It is the responsibility of the teacher and Subject Leads to ensure that the EAA are applied in tests and Mock Examinations.

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/carer who wishes to make a complaint about the SEND provision at Livingstone Academy Bournemouth, should first discuss their concerns with the Assistant Principal Inclusion.

Further representation can then be made to the Principal and then Governors who can consider appropriate action with other members of the Regional Governing Body. If parents/carers remain concerned, they can refer to the Complaints Policy.

Guidance and further reading

- SEND code of practice: 0 to 25 years, DfE 2014
- SEND: guide for parents and careers,
- DfE 2014 Equality Act 2010
- Bournemouth, Christchurch and Poole Local Offer
- EEF – Special Educational Needs in Mainstream schools (2020)
- Maximising the Impact of Teaching Assistants- Making the best use of Teaching Assistants (2017)