



# Bucklers Mead Academy

Policy Title:	Special Educational Needs Policy
Responsible Person:	SENDco Sophie Thompson
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Review Frequency	Annually
Ratified by	Local Governing Board of Midsomer Norton Schools Partnership

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Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and/or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN
- Follow the academies' Visions and Values to guide our practice.



## **An Inspiring Education for All**

### **Vision and Values**

At Buckler's Mead Academy, we believe in 'An Inspiring Education for All'

Buckler's Mead Academy seeks to ensure all students enjoy high-quality learning experiences through which they are able to achieve their full potential. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation.

### **Aims:**

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality, and consideration for others.
- Ensure that we celebrate the wide range of our students' achievements.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

### **Objectives: In practice, we will**

- **Seek to identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder schools) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Special Educational Needs Coordinator (SENDco).
- **Monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provisions** to overcome barriers to learning and ensure students with SEND have full access to the National Curriculum. This will be coordinated by the SENDCo and the Learning Support Department. Students will be carefully monitored and regularly reviewed.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies** when the student's needs cannot be met by the school alone. Buckler's Mead Academy can receive further support for example, from the Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Visual Impairment Service, and Hearing Impairment Service.
- **Create an environment where students can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals.

## Legislation and guidance

Buckler's Meads policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0-25 and the following legislation:

- Part 3 of the Children and Families Act 2015, which sets out schools' responsibilities for students 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 coordinators (SENDCOs), and the SEN information report
- Equality Act 2010 sets out how schools must try to identify and help assess children with special educational needs and disabilities. If a child has an EHC Plan these must be reviewed annually.

## Development and Consultation of the SEND Policy and Information report.

On an annual basis, the SENDCO will consult with the following stakeholders to develop the SEND Policy and Information Report.

- Parental Body
- Midsomer Norton Schools Partnership
- The teaching staff and Senior Leaders at Buckler's Mead Academy
- External agencies who help to monitor and advise on SEND e.g. Support Services for Education.

## Arrangements for Coordinating & Resourcing SEN Provision

- The Learning Support Department will hold details of all SEND Support records such as the SEND Register.

All staff can access the following documents on the school systems:

- The Buckler's Mead Academy SEND Policy and Information Report.
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice.
- Information on individual students' special educational needs including Personalised Learning Passports and information sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through Somerset's SENDS Local Offer. [Somerset's SEND Local Offer](#)

By accessing the above, every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

The SENDCO and Senior Leadership Team are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports, and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. This is done through INSET days, trust-wide training, and bespoke training offered as required. This ensures staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.
- In-class provision and support (e.g. Teaching Assistants) are deployed effectively to ensure that students can access the curriculum and help to differentiate and/or scaffold where necessary alongside the class teacher.

- Inclusion boxes are available to use by both teachers and students in all classrooms.
- Individual or small group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.
- Following Assess, Plan, Do, Review (APDR) cycles for learners who have/may have SEND.

## **Roles and responsibilities**

### **The SENDco**

The SENDco is Mrs. S Thompson. The deputy SENDco is Mr. I Rowland.

They will:

- Work with the Headteacher 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 SEND policy and the co-ordination of specific provision made to support individual Students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Students 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 Students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure Students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board 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 Students with SEN up to date

### **The SEN Governor**

The SEN Governor is Mr. A Williams, he will

- Help to raise awareness of SEN issues at Local 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 Headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

### **The Head teacher**

Mr. M Lawrence as Headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any 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 SENDCO to review each Student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## Admission Arrangements

Please refer to the information contained on the website.

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans, and those without. Please refer to the information contained in our school prospectus.

Students with EHCPs will be assessed by the SEND team at county hall to help secure an appropriate placement to meet a child's needs.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings, and support agencies. An individual plan of action to aid transition will be offered.

## Parents / Carers

We encourage parents/carers to be fully involved in their child's learning and progress. This can be completed through

- Meet the Tutor evenings / Parent evenings
- Progress reports issued three times per year
- Contributing to and editing their child's Pupil Passport.
- Following the APDR processes
- Completing and contributing to SEND reviews both internally and where appropriate for external agency support.
- Learning support department parent review meeting.

## External Agencies

There are times when Buckler's Mead Academy will seek support and guidance from external agencies to help individual learners and improve school practice and knowledge about inclusion. External agencies we often connect to are;

- Mental Health in Schools Team (MHST) and Young Somerset. [Mental Health Support Team \(Schools\) | Young Somerset](#)
- The Educational Psychology Service (EPS) [Educational Psychology Service \(somerset.gov.uk\)](#)
- Child and Adolescence Mental Health Service (CAMHS) [Somerset CAMHS - CAMHS \(somersetft.nhs.uk\)](#)
- Support Services for Education [Learning Support Team | Support Services for Education](#)
- Autism and Communication Service [Somerset Autism Spectrum Service | Somerset NHS Foundation Trust \(somersetft.nhs.uk\)](#)
- Inclusion support line for professional advice

## Complaints about SEND

In the first instance, you should contact the school SENDco or Deputy SENDco. You can do this by;

1. Call the school office on 01935 424454 and ask to speak to the Learning Support Base.
2. Email directly to the SENDco by using the email [senco@bucklersmeadacademy.com](mailto:senco@bucklersmeadacademy.com)
3. Email the main office at [office@bucklersmeadacademy.com](mailto:office@bucklersmeadacademy.com) and mark it F.A.O Mrs. Thompson
4. You can write a letter, please find the school address on our Website.

Please also see the school complaints procedure found on the school website.