



St Matthias
ACADEMY



SEND Policy

2022-23

Special Education Needs and Disability Policy

Authored by Rob Sales, updated by Hannah Grant (September 2021)

Reviewed Rob Sales September 2022

We will provide a learning environment that empowers, challenges and encourages individual success and social responsibility.



Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0-25 (June 2014 – updated 1st May 2015)
- Bristol City Council Local Offer (see www.findabilitybristol.org.uk)
- Statutory Timescales and Process for Education, Health and Care Assessment flowchart
- Professionals' Guidance for completing an EHCP
- St Matthias Academy Safeguarding Policy
- St Matthias Academy Data Protection Policy

**Rationale:**

All pupils have an entitlement to the full range of educational opportunities available. It is expected that, given the nature of the pupil intake into St Matthias, that a significant number of pupils will exhibit signs of learning and behavioural needs. Differentiation within the classroom will meet many of the needs of the majority of students. However, those students identified as having needs beyond this level will have additional provision made available by the Senior Leadership team. All aspects of intervention and support will be monitored and reviewed by relevant staff. This will ensure that any provision is co-ordinated and meets the ongoing needs of pupils and enables them to progress accordingly.

Aim:

Pupils within the Academy often arrive with literacy and numeracy levels below their chronological age. Many come with a history of failure within key subject areas and have made little progress throughout their primary and secondary education. Most have at some point been identified as having moderate learning difficulties and/or behavioural difficulties. The initial aim of all teaching within the Academy is to help pupils to reach a functional level which will enable them to cope with the demands of life after education.

SENDCo:

The school SENDCos are Julie Caswell and Rob Sales. The Headteacher Aileen Morrison, and Deputy Head Simon Quinn support the SEND provision as part of their role within the SLT.

SENDCo responsibilities:

1. Working with staff to identify students with SEND
2. Maintaining and updating the SEND Record
3. Advising staff on issues relating to SEND
4. Liaising with external agencies such as the Educational Psychologist
5. Assisting staff with fulfilling the requirements for EHCP's
6. Preparing Risk assessments on individual pupils
7. Working with the Learning Mentors to provide individual support packages

**Admission:**

All new pupils are assessed in all curriculum areas levels during the Induction period. Staff are informed of the results in Pupil Focus meetings where support strategies are discussed and concerns forwarded to the SLT. Pupils complete a Behaviour Self-Assessment and a SLCN assessment.

Students with high SEND needs will be identified through baseline testing, Boxall assessment and the use of the York Assessment of Reading for Comprehension. Previous school information will also be taken into account, for example SAT's data. This information will be combined onto a Bristol support plan document along with the pupil and parent's views. This occurs within the first 8 weeks of their programme. This document is reviewed termly to ensure it continues to reflect the needs of the pupils and identifies attainable targets to work towards. If necessary, involvement of agencies such as educational psychologist and speech and language therapist will also conduct assessments. This may lead to an application for an EHCP to be made.

If pupils complete the EHCP process SENDCos will work with the local authority to identify a suitable placement to meet the needs of that child.

Assessment and review:

1. All Bristol support plans are reviewed termly with an active involvement from the pupil and the parents/carers. This includes reviewing targets and setting new targets when appropriate.
2. Curriculum Assessments are carried out every six weeks throughout the year
3. Regular staff meeting enable staff to share information about individual pupils.
4. EHCP meeting, annual review meeting and transition planning meeting involving parent/carers, learnings and external agencies occur regularly to monitor progress of the pupil.

Access to the curriculum:

All pupils have access to a broad and balanced curriculum. Teachers are responsible for any differentiation and management of LSA's needed to ensure pupils with difficulties have full access to all areas. Students with additional funding may receive support within or beyond the classroom.



External Support Services:

St Matthias is committed to working with external agencies in order to provide the best possible package of support for each individual. The school will seek the advice of appropriate support services at all levels of intervention but particularly when making submissions for statutory assessment. Typical agency involvement may include;

The Bristol Drugs Project
Social Services
Child & Adolescent Mental Health Services (CAMHS)
Youth Offending Team (YOT)
Family in Focus (FIF)
Supportive Parents
BROOK Sexual Health Clinic
Barnardo's Against Sexual Exploitation
Creative Youth Network

Educational Psychology Service

An Educational Psychologist has a number of sessions allocated to the school each year. This is reviewed annually with a view to creating a service level agreement and likely schedule of visits. The SENDCo co-ordinates the EP provision. The EPs are Freia Schulz and Fiona Marsh.

There are 16 allocated EP days a year which are shared across the two St. Matthias sites.

Pupils that have not been permanently excluded are sometimes seen by an EP from their referring school and not by the Academy allocated EP. This is decided on a case by case basis and the Academy still has need for its own EP due to high numbers of pupils with additional needs being referred.

With many pupils the EP's role is to further assess pupils, to contribute to the EHCP process, annual reviews, to co-ordinate multi agency meetings and to advise on all levels of SEN provision. Advice from the EP reports is communicated to staff and stored electronically in the pupil's file. The information



also contributes to a pupil information sheet shared with all staff outlining needs and strategies.

Speech and language service

St Matthias commissions 1 day per week from a Speech and language therapist from Child Speech. The role includes assessing the needs of pupils, feeding into EHCP application processes, providing advice and resources to support the development of pupil's communication needs. The speech and language therapist helps us to develop our overall approach to communication across the school through training, resources and discussion.

Other services

Health related issues are referred to the school nursing service which can arrange appointments to meet with pupils who have self-referred.

Key Stage 4 has an 'Independence and Guidance' Counsellor who provides support for placement needs and post 16 education.

The school also arranges in-house case conferences, where appropriate, calling on relevant support services.

Links with other schools:

St Matthias endeavours to work closely with feeder schools, both primary and secondary, in order to maintain continuity of provision for pupils. St Matthias also works to provide reintegration support packages and smooth transitions to SEMH placements for students where appropriate. There is increasingly close work now with other schools within the Learn@ multi academy trust – such as shared INSET and termly SENDCo cluster meeting.

Partnership with Parents/Carers:

St Matthias is committed to working closely with parents and carers.

Prior to starting at the school parents and carers are shown around the school, introduced to staff members and sign the Home & School agreement.

Meetings are held outside of school every other term to discuss student progress and to set IBP targets for the coming term. Staff also provide weekly written feedback and make regular calls to discuss behaviour. Parents/carers are encouraged to communicate and meet with staff if they have any concerns about their child's educational/personal development.



Parents of SEND pupils are also informed of Supportive Parents, a group consisting of parents of SEND pupils which helps support other parents of SEN pupils. Parents are consulted regarding EHC plans and statutory guidelines on timescales are adhered to.

Each year parents/carers are invited to attend; the school Achievement Day, KS3 Parents' Evening and the Key Stage 4 Parent's evening.

Parents and Carers are expected to attend PEP and Annual Review meetings, where they are able to contribute their own views.

Additional Updates

It is rare for pupils to enter St Matthias with a completed EHCP in place however this does happen. In part this is because of many specialist provisions in the city having no available space. Likewise, once a pupil has a completed EHCP naming a suitable provision to meet their needs, they should move on in a timely manner. However, the shortage of available places at Specialist provisions has meant that a number of pupils may remain at St Matthias a little longer until a place becomes available.

The Academy may be required to carry out top up applications for pupils after their initial period of stay where it is identified that additional funding is required to meet their needs.

Concerns

Should a parent or carer have a concern about the specialist provision made for their child they should in the first instance discuss this with the class teacher/tutor. If the concern continues then it should be discussed with the SENDCO.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEND Academy Council Member (Eileen Flynn). The Chair of the Academy Council, will be involved after other avenues to resolve the situation have been exhausted.