



The Bishops' C of E Learning Academy

Our Special Educational Needs and Disability (SEN) Report

Sowing the seeds of life-long learning

Our school mission:

To have faith as small as a mustard seed and keep going, even when things get tough.

Our school aims:

- To provide a welcoming, stimulating, challenging and creative learning environment;
- To develop partnership between the school and the community it serves;
- To ensure each member of the school feels that they are valued for their contribution;
- To develop self respect, self confidence and respect for others;
- To develop a sense of identity and pride in the school.

At the Bishops C of E Learning Academy Trust, we recognise the uniqueness of children and aim to provide a suitably broad and differentiated curriculum that meets the needs of everyone. This policy accepts the definition of SEND as set out in the Revised Code of Practice 1:3 We support children with medical conditions to ensure they have access to a fully inclusive education as outlined in our policy 'Supporting children with medical conditions'.

All staff and local advisory board members are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation of the offer to ensure success and achievement for all pupils.

Responsible Persons

The SENCO is Mrs Joe Boylan. Tel: 01637 876317, email: secretary.the-bishops@tlat.org.uk

The Local Advisory Board member responsible for Teaching, Learning, Inclusion and SEND is Mrs Jo Roberts.

Cornwall's Local Offer can be found on the Care and Support in Cornwall website:

<https://www.supportincornwall.org.uk>

Types of SEN provided for at the Academy 2016-17

The range and numbers of pupils with special educational needs changes on an annual basis. In the previous academic year, the following types of SEN were provided for:

- Speech, language and communication difficulties
- Autism spectrum disorder
- Attention deficit hyperactivity disorder
- Learning and cognition disability
- Hearing impairment
- Sensory processing difficulties
- Social, emotional and mental health difficulties

Speech, language and communication difficulties represent the most common area of difficulty for children joining the Academy (60% of the children on the Record of Need have speech and language as their main difficulty or it forms a significant element of their SEN). The direct employment of a speech and language therapist ensures that any difficulties highlighted by the class teacher or parent/carer can immediately be referred, assessed and appropriate intervention planned. Over the course of 2015-16, 4 children were discharged from the speech and language therapist's caseload as their goals had been achieved.

For any other form of SEN which has been identified, the class teacher and SENCO, with advice from external agencies if appropriate, will devise and ensure appropriate targets are set and reviewed as stated.

Services and organisations we liaise with to support our pupils with SEN

Regular liaison is maintained with the following external agencies for pupils at SEN Support as appropriate and pupils with Statements of SEND and EHC Plans such as:

- Speech and language therapist (employed by the Academy)
- Dyslexia Service
- Educational Psychology Service
- Occupational Therapy Service
- Early Years Support
- Bowel and Bladder Team
- Autism Spectrum Disorder Team
- Paediatric Services
- Child & Adolescent Mental Health Care Service (CAMHS)
- Social Care
- School Nurse Team
- NHS specialist nursing teams

Admissions and Inclusion; identification and assessment of SEN; types of provision 2016-17; pupil progress 2016-17; staff training and expertise in supporting SEN.

Admissions and Inclusion

- All the teachers in the Bishops' C of E Learning Academy are teachers of children with Special Educational Needs & Disabilities. As such the Bishops' C of E Learning Academy adopts a 'whole school approach' to special educational needs & disabilities which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as essential to the policy, in line with that of Children, Schools & Families. The Academy operates an equal opportunities policy for children with special educational needs & disabilities and medical conditions who are afforded the same rights as other children. This includes those children with Statements of Special Educational Needs & Disabilities or Education, Health Care Plans and all pupils with additional and different provision.
- The National Curriculum is accessible for all pupils. Where pupils have special educational needs & disabilities, a graduated response will be adopted (assess, plan, do review cycle). The Academy will, in other than exceptional cases, make full use of classroom and Academy resources before drawing on external support.
- The Academy will make provision for pupils with special educational needs & disabilities to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs & disabilities, the action taken and the outcomes.

Identification and assessment of SEN

- The Academy offers a differentiated curriculum. When a pupil fails to make expected progress over a period of time, despite targeted interventions and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social emotional & mental health difficulties; has sensory or physical problems; communication or interaction difficulties, the Academy will place the pupil at SEN Support and support that is additional to and different from the differentiated curriculum will be provided through an SEN Support Plan in a range of ways including:
 - Classroom organisation and management
 - In-class support by teacher/teaching assistant
 - Withdrawal if necessary for individual/small group work
 - Behaviour modification programmes
 - Use of specialist equipment/resources
 - Alternative teaching strategies

- The resources allocated to pupils who have special educational needs & disabilities will be deployed to implement these SEN Support Plans (IEPs) at SEN Support as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. **(please refer to the section on partnership with parents and carers on page 8)**
- If a pupil does not make progress, despite the Academy taking the action outlined, advice will be sought from the appropriate support services **(please refer to page 2 for a list of these agencies)** and the SEN Support Plan will be amended accordingly.
- If progress is still not achieved the child may be assessed, bearing in mind the County's criteria, with a view to initiating a statutory assessment of special educational needs & disabilities under the 1996 Education Act. The appropriate forms are used for recording and referral as necessary.
- Identification of special educational needs & disabilities will be undertaken by all staff, with support from the SENCo and the appropriate records and Children Schools & Families forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENCo together with continuous progress monitoring and end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child's strengths and weaknesses, and further referrals may be made to appropriate external agencies.
- The progress of children with special educational needs & disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. SEN Support Plan reviews will be held termly. Additionally, the progress of children with a Statement of Special Educational Needs & Disabilities and Education Health Care Plans will be reviewed annually, as required by legislation.
- Detailed records and Education Health Care Plans will be kept of the pupils receiving additional and different provision. These may include: phonic check-lists, regular assessments of outcomes in small group provision and the results of any standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

Types of additional and different provision for pupils with SEN 2015-16

- The Academy provides a variety of interventions which are needs led. The pupils receiving interventions are assessed and monitored by their class teachers, subject leaders, senior leadership team and staff carrying out specific interventions, overseen by the SENCO. Intervention groups were monitored and clearly defined outcomes were measured, both on a holistic basis as well as considering children's progress in the core subjects of numeracy and literacy.
- Almost all children participating in these groups made progress according to academic measures and excellent holistic outcomes were achieved in terms of targets such as : listening and attention; self-esteem; social communication.

Additional provision and intervention groups 2015-16:

1:1 support for pupils with complex SEN	1:1 and group delivery of speech and language targets
Fun Fit	Social skills groups
THRIVE personalised programmes	Pastoral intervention based on forest school principles
RWI 1:1 Tutoring	

Pupil progress according to data outcomes in the core subjects 2015-16

This data was provided by RAISEonline 2015-16 which tracks all pupils' achievement at the end of each key stage in all schools in England (at the Bishops', this will be Reception, Year 2 and Year 6) and the pass rate for the Year 1 phonics screening test.

Reception data

12.5% of pupils designated at SEN Support achieved a good level of development in all areas of the Early Years Foundation Stage (EYFS) curriculum. 62.5% of pupils achieved a good level of development in over half the areas of the EYFS. All pupils with SEN made good progress from their starting points.

Year 1 Phonics Screening

- 75% of pupils designated at SEN Support passed the phonic screening check (national level = 46%)

Year 2 SATs

- The pupil with an Education Health Care Plan achieved less than national averages in reading writing or numeracy but made progress from their 1st starting points.
- The pupil designated as SEN Support achieved less than national averages in reading writing or numeracy but made progress from their starting point.

Year 6 SATs

- 2 pupils with Education Health Care Plans achieved better than national averages in reading and spelling. In grammar, writing and numeracy, scores were just below national averages.
- The pupil designated as SEN Support did not achieve age related expectations in reading, grammar, writing and numeracy but made progress from their starting point.

Training and expertise of staff supporting SEN

- The SENCO has many years of experience working with children with a range of SEN and has undertaken the National Award in SEN Coordination at Masters level. The SENCO provides advice and support to all classroom staff to support pupils with SEN as well as undertaking various diagnostic tests such as the dyslexia screening test. The SENCO refers to external agencies for additional advice where appropriate and has excellent links with the Early Years Support Service who have supported our Foundation intake during transition.

- The Academy benefits from the expertise of the TLAT speech and language therapist, who is able to offer advice and training on a regular basis to all staff at the Academy on speech, language and communication issues.
- The assistant SENCO is a trained 'autism champion' and is able to offer advocacy and strategies to all staff working with pupils diagnosed with ASD or presenting with similar behaviours.
- Various staff have received training in areas such as: THRIVE; attachment disorders; self esteem and emotions programmes; sensory difficulties; a range of medical needs; speech, language and communication difficulties.

The levels of support and provision offered by our Academy

1. Listening to and responding to children and young people

<p>Whole Academy approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Views and opinions of all pupils are valued. • Pupil voice is represented in all aspects of Academy: <ul style="list-style-type: none"> ○ Student council ○ Class council ○ Class meetings ○ Pupil conferencing ○ Pupil questionnaires 	<ul style="list-style-type: none"> • SEND pupils are included in all consultation groups. • Additional provision is developed in light of student voice and observed needs. 	<ul style="list-style-type: none"> • Individual support is responsive to the views and needs of pupils with SEND. • Pupils' views and assessed needs are an integral part of TAC meetings, SEN and Annual Reviews • Pupils' views are incorporated into personalised curriculums which are represented by their SEN Support Plans • All documentation is presented in a format that is accessible to the pupil.

2. Partnership with parents and carers

<p>Whole Academy approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The Academy works in partnership with all parents and carers. The Academy employs a Pastoral Support Worker to provide advice to all parents who require additional support in a range of situations. • The Academy holds church services for parents and carers. • Parents and carers are encouraged to participate in activities to support their children, the Academy and wider community through homework projects, outings and participation in local community events. • Parents and carers are invited to attend all progress review meetings and respond to parental view questionnaires. • Regular meetings at appropriate times of year regarding SATs. • Pupils' progress reports are sent home annually. 	<ul style="list-style-type: none"> • Parents and carers are invited to attend information sessions about our literacy programmes. • The Academy website provides access to curriculum information and additional ideas to support children's learning. • Parents are able to contact the Academy about their concerns at any time and arrange appointments to discuss matters with the appropriate members of staff. • If pupils are identified as requiring additional and different provision, parents are consulted and advised regarding their children's needs and progress. 	<ul style="list-style-type: none"> • Parents and carers are actively involved in all TAC meetings and SEN or Annual Reviews where their views are integral to consultation and development of positive outcomes for their child. • Where appropriate, parents are given support to access multi-agency support and are involved in all relevant consultations. • All documentation is presented in a format that is accessible to parents.

3. The curriculum

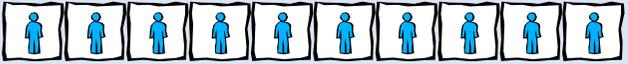
<p>Whole Academy approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Christian values are at the heart of everything we do. • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of ability, have full access to the curriculum, which is designed to encourage independence and is skills based. • The Academy incorporates learning in the local environment through its creative curriculum. • Regular data tracking and pupil progress meetings identify pupils who need specific interventions. • The Academy has a whole school behaviour policy, with rewards and sanctions. 	<ul style="list-style-type: none"> • Intervention packages are needs led. • The progress of all pupils taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of pupil progress. • Small group interventions includes a variety of personalised programmes such as: <ul style="list-style-type: none"> ○ Read Write Inc 1:1 tutoring ○ Speech and language programmes ○ Fine and gross motor skills focused programmes ○ Social skills programmes ○ Self-esteem programmes 	<ul style="list-style-type: none"> • Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary. The curriculum is appropriately differentiated to ensure achievement for pupils with SEND.

4. Teaching and learning

<p>Whole Academy approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The Academy ensures quality first teaching to support the progress of all pupils. • The literacy programme, Read Write Inc (RWI) is taught in differentiated groupings to ensure appropriate targets and progress for all pupils. Understanding and experience of different forms of writing is taught through skills based learning. Numeracy teaching is based on the White Rose maths hub scheme with a gaps analysis approach, differentiated for the needs of every pupil. • Partner work is integral to all aspects of teaching and learning. • Lessons are planned to incorporate different learning styles and encourage thinking skills to promote a positive growth mindset. • Pupils' work is consistently marked to facilitate pupils' understanding of whether they have achieved the learning objective and the next steps in their learning. Pupils are encouraged to respond to the feedback given. 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Teaching assistants/class teachers work with small groups to: ensure understanding; facilitate learning; foster independence; support pupils' focus and engagement. • Independent learning is supported where possible through the use of a range of technology such as interactive whiteboards, laptops and digital cameras. 	<ul style="list-style-type: none"> • Personalised and differentiated work is provided to facilitate independent learning. • Pupils' progress and achievements are celebrated to support the development of self-esteem and confidence. • One-to-one support is in place for pupils who need more intensive support but independence is encouraged wherever possible. • Appropriate external agencies are consulted for advice on teaching and learning for pupils requiring highly specialised additional provision.

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Pupils self-assess and peer assess their understanding and learning throughout the curriculum. | | |
|--|--|--|

5. Self-help skills and independence

<p>Whole Academy approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Independence and self help skills are instilled in all pupils from Foundation onwards. • 3B4Me principles (try 3 strategies before asking the teacher) support pupils to problem solve and persevere. • All pupils are regularly taught how to safeguard themselves when using technology. • Appropriate resources are available in all classrooms to promote independence, such as: <ul style="list-style-type: none"> ○ Visual timetables ○ Learning walls ○ ICT ○ Individual 'Help' cards for pupils to use when they recognise they need additional support 	<ul style="list-style-type: none"> • Pupils can access personalised provision, appropriate to the individual lesson, to support learning. This may include: Small group support by the teacher or teaching assistant Additional visual support in the form of task boards and mind maps 	<ul style="list-style-type: none"> • Where appropriate, personalised visual timetables and NOW/NEXT task boards are utilised to support the development of independence. • Where necessary, intimate care plans are devised with the parents and carers, with the aim of promoting self-help skills. The School Nurse service can also be consulted to further encourage independence in toileting. The Academy has access to a number of specialist nursing teams to support a number of pupils with complex medical needs.

6. Health, wellbeing and emotional support

<p>Whole Academy approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Emotional resilience and well-being are considered fundamental to effective learning at the Academy. • The PSHE curriculum is embedded in all aspects of the Academy's curriculum and includes all pupils. • Risk assessments and safety policies are in place to ensure all children are safe within the Academy. • Visitors from a range of community and public services offer guidance and health and safety advice to all pupils at an age appropriate level. • Weight and height screening is offered to all reception and year 6 pupils. Vision and hearing screening tests are offered to all year 1 pupils. 	<ul style="list-style-type: none"> • Where appropriate, pupils participate in small intervention groups to promote self-esteem and emotional well-being. The type of provision will be planned according to need. • The Pastoral Support worker provides additional support and advice to parents and carers who have concerns regarding their children's health and emotional well-being. 	<ul style="list-style-type: none"> • Students with specific medical conditions have an individual health care plan. • Where appropriate, pupils will have an individualised programme to support their social and emotional well-being which will consist of a range of class-based and 1:1 interventions as required. • Additional support for pupils can be requested from specialist agencies such as: School Nurse Service; CAMHS; social care; Penhaligan's Friends; CLEAR. • TACs, Early Support meetings and Annual Reviews are supported by a range of agencies.

7. The physical environment (accessibility, safety and positive learning environment).

<p>Whole Academy approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the Academy are accessible to everybody. • Accessible equipment is provided according to need. • Pupils feel safe and secure in their environment and empowered to ask for help when required. • There is a designated 'Designated Safeguarding Officer' (and deputies) and a named teacher for Looked After Children • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is applied robustly on a whole school basis. 	<ul style="list-style-type: none"> • Access to specialist equipment resources where appropriate. 	<ul style="list-style-type: none"> • Designated teaching areas are available, dependent on the specific needs of pupils. • Dedicated resources are matched to pupils' needs.

8. Transition from year to year and setting to setting

<p>Whole Academy approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> The Academy provides excellent transitional arrangements with its feeder nurseries and onwards to the local secondary schools. The transitions from local early years settings are carefully planned and involve a number of visits by appropriate staff. New pupils are invited to visit the Academy on several occasions prior to entry to ensure a smooth transition to school. Transitions to both local secondary schools are carefully planned in conjunction with the secondary settings. A number of visits occur throughout the summer term, involving secondary senior leadership teams, class teachers and pastoral support. Past pupils are invited to the Academy to talk about their experiences at secondary school. Year 5 pupils visit both local secondary schools for a variety of enrichment sessions in a range of curriculum areas. There are also regular 	<ul style="list-style-type: none"> The SENCO liaises with all early years settings, Newquay Junior Academy and other primary settings to ensure all information is shared to support successful transitions. Additional transition sessions between year groups are arranged according to the specific needs of individual and identified groups of children. 	<ul style="list-style-type: none"> The SENCO, Year 6 teacher and Head of School liaise with the relevant setting to arrange additional transition visits for pupils who require a personalised transition programme. Individual transition books are devised as appropriate for all children transferring to secondary settings as well as between year groups as required. Secondary SENCOs and the designated teacher for looked after children will be invited to Annual Reviews and PEP meetings for Year 6 pupils who have Education, Health Care Plans and looked after pupils..

<p>sporting activities for KS2 through Newquay Sports Partnerships held at the local secondary schools.</p> <ul style="list-style-type: none">• Pupils moving to other local schools will also receive appropriate transition preparation.• Transitions between year groups are carefully planned, with full consultation between relevant teachers and transition visits arranged at the end of the academic year.		
--	--	--

Answers to Frequently asked Questions

1. How does your Academy know if children need extra help and what should I do if I think my child may have special educational needs?

We use a variety of assessment strategies which are monitored regularly to ensure the progress of all children. If your child is not making progress then a range of appropriate assessments will take place to ascertain the nature of your child's difficulties.

2. Who is responsible for the progress and success of my child in Academy?

The overall responsibility for your child's success lies with the Principal, senior leadership team and Local Advisory Board (governing body), supported by class teachers, the SENCO, teaching assistants, yourselves and your child.

3. What should I do if I think my child may have special educational needs?

In the first instance, please discuss your concerns with the class teacher. The class teacher will then advise the SENCO who will discuss this with both you and the teacher. Your child will also be involved in these discussions, as appropriate. You and the school will decide on the best course of action which will involve assessing your child's needs, planning the next steps which may involve an appropriate intervention and/or referral to an external agency. Any goals set will be regularly reviewed.

4. How will I know how my child is doing and how will you help me to support my child's learning?

The Academy works in partnership with all parents and carers. Parents and carers are invited to attend progress review meetings. Two reports are sent home each year. If your child has been identified and assessed as requiring SEN Support or has a Statement or Education, Health Care Plan, you will be invited to review your child's progress three times throughout the year. SEN Support plans are devised in conjunction with the pupil and their parents or carers.

5. What support will there be for my child's overall wellbeing?

Our Academy has a family centred approach which promotes the emotional wellbeing of all of our pupils. If your child is experiencing a particular difficulty with any aspect of their social and emotional well-being, the class teacher, SENCO and you will decide on a plan to support them which may involve a range of intervention programmes.

6. How do I know that my child is safe in Academy?

Risk assessments and safety policies are in place to ensure all children are safe within the Academy.

7. What SEND training have the staff at Academy had or are having?

Our SENCO has completed the National Award for SENCOs. A member of the SEN team is an 'autism champion'. All Academy staff can consult with the speech and language therapist when she is visiting for additional support on communication difficulties. All classroom staff have received forms of training, where the need has been identified, in a variety of areas such as safeguarding, speech, language and communication difficulties, autism awareness, language for learning, visual and hearing support awareness.

8. How will my child be included in activities outside the classroom including Academy trips?

Provision is made for all children to take part in all learning activities.

9. How are the Academy's resources allocated and matched to children's special educational needs?

Appropriate resources, whether equipment or additional staffing, are available in all classrooms to help all children.

10. How is the decision made about what type and how much support my child will receive?

Additional and different provision for your child will be assessed and reviewed on a need basis. The Academy follows the graduated response outlined in the SEN Code of Practice (2014) where the 'Assess, Plan, Do, Review' cycle is employed to ascertain the type of provision required, its duration and outcomes are carefully measured. Your child may have specific and high level needs, which means they will only achieve good outcomes academically, socially and emotionally with continuous support and specialised, differentiated provision. In this case, the decision may be taken in consultation with you and external professionals, to apply for an Education, Health Care Plan (previously known as a Statement of Special Educational Need).

11. Who can I contact for further information?

You can contact us at the Academy or SENDIASS (previously Parent Partnership) on: 01736 751921. The Family Information Service also has a wide range of information on supportive organisations and useful contacts.

12. What should I do if I feel that my child's needs are not being met?

If you disagree with the Academy's provision for your child with SEND the following procedure should be followed: please discuss your concerns with your child's class teacher. If your disagreement is not resolved at this point, you will be referred to the SENCO and the Principal. If, after having talked, the parent and school are still in disagreement then the parent will be referred to seek advice from SENDIASS (formerly the Parent Partnership) and asked to access the Informal Disagreement Resolution Service provided through Children, Schools & Families, and refer to the Academy Complaints Policy. The same procedure applies for looked after children and the designated teacher for looked after children will also be involved to support and liaise with the child's carers.