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Snowdon Village

SEND Policy & Information Report

Snowdon Village

Date Adopted: 1st March 2024 Cabot Learning
Federation

Special Educational Needs Policy

Snowdon Village 'Special Educational Needs and Disabilities (SEND)' Policy

Snowdon Village Vision and Objectives

Snowdon Village (SV) is a 4-16 academy offering a specialist delivery model for young people who find mainstream provision challenging for a number of reasons. SV provides a personalised, flexible and innovative programme of student, centred on the needs of the individual, enabling them to overcome their barriers to learning, equipping them with the skills for future success and enabling re-integration into full-time mainstream provision or meaningful onward progression. SV delivers this provision in partnership with Cabot Learning Federation (CLF), Bristol City Council (BCC), Parents/Carers, existing schools and other alternative providers and local employers in order to:

- Provide an inspiring and engaging curriculum which motivates students to exceed beyond their expectations.
- An academic, vocational and technical learning enabling each student to learn and achieve in a style best suited to them.
- Be an inclusive centre of excellence.
- Enable students to aspire to and achieve meaningful and productive futures, in terms of careers, personal independence and the ability to make a positive contribution to society.

1. A commitment from Snowdon Village Governing Body

SV and its governing body recognise that all students have differing abilities, learning styles and rates of progression and operates an inclusive approach to all learning for all students to ensure the potential of every student is maximised irrespective of ability, disability, race, social origin, religion, gender and sexual orientation.

Inclusion is the responsibility of all staff within SV. SV is ambitious for its students and will create a learning environment that enables all students to succeed and progress beyond their expectations. Inherent to this achievement is the promotion of a positive learning culture where all students recognise, value and enjoy the learning experience; respect diversity; are safe and feel safe; and gain the skills and attitudes they need for future success.

SV's ethos is to empower and enable all students particularly those with SEND to take control of their own learning and with the support of SEND specialists and pastoral team, develop the necessary skills and strategies to become independent learners.

In line with the 2014 SEND Code of Practice, SV is committed to enabling children and young people with special educational needs and disabilities (SEND) to reach their full

potential and support families to do the best for their children by adopting a multi-agency approach.

The Governing Body will review the SEND policy annually.

2. Definition of special educational needs (SEND)

Students have SEND if they have learning difficulties or a disability which calls for special provision to be made for them because it is deemed:

- o They have a significantly greater difficulty in learning than the majority of children of the same age.
- o They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

A student will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language through which they will be taught. The identification and assessment of the SEND of young people whose first language is not English requires particular care. Where there is uncertainty about an individual student BFA will look carefully at all aspects of that student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

3. SENCO

The title of the person responsible for the strategic overview and day-to-day coordination of SEND provision at Snowdon Village is the Special Educational Needs Co-Ordinator (SENCO). The details of the SENCO can be found on SV's website.

The SENCO is accountable to the Principal for the performance and outcomes of students with SEND while attending SV. The SENCO leads on the organisation and delivery of a range of learning support programmes within SV. This includes coordinating a team of specialist staff and support workers across all areas of SV promoting a whole academy approach to Inclusive Practice. The SENCO works collaboratively with parents/carers and other agencies along with the Principal and Vice Principal, to ensure the new SEND code of practice is effectively embedded in all practice and additional funding for individuals is claimed. They are responsible for a multi-agency approach assuring a system where there is an Education, Health and Care Plan (EHCP) in place for each individual student needing support.

The SENCO will also champion the gifted and talented in liaison with home schools to ensure that opportunities for "stretch and challenge" are maximised.

SV further recognises that inclusion is the responsibility of all staff, and ensures that this is monitored, and that training and support needs of staff are in place.

4. Snowdon Village commitment to supporting students with SEND

SV has regards to the 2014 Code of Practice, the Equalities Act (2010) and the Children and Families Bill 2013 when carrying out its duties toward all students with SEND. Where a statement of special educational needs (SEN) is not in place we ensure that parents are notified of a decision by SV as to the form of SEN provision being made available for their child.

SV will ensure that the necessary provision is made for any student who has SEND and those needs are made known to all who are likely to teach them. SV will ensure that teachers are able to provide for the range of SEND needs SV students will have, through regular, relevant and appropriate training.

Disabled students are not treated less favourably when compared with the treatment of a student who is not disabled. SV will make reasonable adjustment for disabled students to ensure that they do not experience substantial disadvantage. SV is committed to ensuring that all students with disabilities have appropriate access to the curriculum and the learning environment. SV is committed to maximise the participation of all students and members of the academy community.

SV will maintain a commitment to providing a balanced and broadly based curriculum, which will be personalised for each student.

Resources for SEND will be allocated on the basis of need. The Principal along with the Governing body will seek to allocate sufficient resources to support the effective provision of SEND. The Principal along with the AP will also seek alternative income opportunities to fund SEND where appropriate.

Snowdon Village has an Equality Diversity and Inclusion (EDI) team whereby children and staff needs are discussed regularly.

5. Referral/Admissions

Bristol City Council (BCC) is the main commissioner for alternative provision places within the city for all types of referrals. SV is in regular dialogue with BCC and mainstream providers to ensure early identification of students. There is flexibility to complete the process quickly in instances of immediate exclusion and referral e.g. where an observation in a mainstream setting will not be possible.

There are 6 stages of referral and admission to SV:

- o Initial referral
- o Observation
- o Initial needs assessment meeting with student
- o Assessment of academic levels and support needs
- o Individual programme planning
- o Other assessments

These are described in more detail in section 6 below.

6. Identifying, assessing and providing for all students with SEND

a) Initial referral and identification of SEN on admission

The SEN Code of Practice, introduces a new approach to identifying SEND through a single assessment process, and Education, Health and Care Plan (EHCP). Therefore any students enrolling with BFA in the first year with SEN may not have been assessed within the new framework and may arrive with either a Statement of SEN, or have had their needs met within a mainstream setting through School Action (SA) or School Action Plus (SAP).

SV Principal, Vice Principal and the SENCO will work with the previous education provider and/or the current educational provider, parents/carers and the local authority to ensure there is a seamless transition to SV and that any Statement of SEN is honoured and support systems are in place to meet this need.

They will work with stakeholders to ensure that the new framework is followed and devise EHCPs for each identified student, as well as complete all relevant documentation. Where a student has previously been identified with a special educational need, but not a Statement of SEN, the support systems available and the differentiated curriculum and approach adopted within SV will ensure that students' needs are met. All partnerships with schools, agencies and key stakeholders will be managed effectively to ensure smooth and effective transition experience for students.

SV will assess the entry levels of all students in the following ways:

- o The students' academic records will be used;
- o WRAT5 will be used as an initial assessment and diagnostic tool to ascertain students starting points with maths and English (including reading)
- o THRIVE and ACES profiling of emotional needs
- o Screening will also take place for undiagnosed dyslexia, dyscalculia etc.

The processes of assessment on entry to SV will quickly identify any additional SEN or barrier to learning for students which have not previously been recognised or identified. An effective initial assessment process will involve an in-depth induction and a number of screening assessments at the beginning of each entry point year to ensure:

- o Any additional SEN or barriers are identified and referred to the AP o Parents/carers are involved in every step along with the local authority, key workers, health and social care and other relevant professionals

- Students are matched to appropriate programmes of study or pathways
- Support is in place as appropriate
- Support staff and key workers are deployed as appropriate
- Personalised programmes are devised for individuals
- Further diagnostic assessments with educational psychologists or other consultants are in place as appropriate
- Students are stretched and challenged to achieve maximum potential.

b) On-going identification of SEND, monitoring and interventions

Assessment and identification of students with SEN is an on-going and continuing process.

Any member of staff at SV may make a request for additional support for a student to the SENCO as a result of any of the following on-going assessment processes:

- Evidence from teacher observation e.g. Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible
- The student's own assessment
- Performance against targets
- Progress against objectives specified in the national Literacy and numeracy strategy frameworks
- Information from current school (Engage/The Nest) as a result of school liaison
- Information from other outside agencies who may have engaged with the student

Appendix 1 provides more detail with regards to approaches we take to meet specific needs.

c) Individual programme planning

Every student has an individual programme designed to meet their needs as set out in *Appendix 2*. If at this, or any other point in the initial needs assessment process it is felt that SV cannot meet the needs of a particular students, and they would be best met elsewhere then SV will inform the commissioner of this. The pathway the student is placed on will be made by the Referral Panel (see *Appendix 3* for pathway descriptors).

d) Specialist knowledge and resources

The SENCO and specialist staff, work with teachers on a continual basis. The SENCO will organise staff training and continuing professional development to ensure that teachers and other staff are clear about how to identify needs, and the referral process. SV staff will also access Cabot Learning Federations approach to staff development. This involves all staff in the support area specialising in particular areas of SEND through a Foundation Degree in Inclusive Practice and a Masters programme. This is convergent with government policy to redefine teacher training and professional development. Staff will have the specialist skills and knowledge needed to provide personalised support programmes meeting the on-going and diverse needs of the students.

e) Graduated Response

SV will ensure that all learners have the best opportunity to achieve their potential through adopting an inclusive approach in all practice in and outside of the classroom. This method will endeavour to ensure all learner needs are met. Where a learner's needs are not being met by the SV approach, the academy will engage additional specialist expertise.

When a young person is identified as having SEND, SV will intervene by matching special educational provision to individual student needs. In all cases a record of the actions and steps undertaken will be made

f) Nature of intervention

Examples of interventions include:

- The provision of different learning materials or special equipment
- Additional small group or individual support from specialist staff
- Devoting extra adult time to devising the nature of the planned intervention and monitoring of its effectiveness
- Undertaking further staff development and training aimed at introducing more effective strategies
- The provision of access to external support services

g) Facilities and technology

Assistive Technology (AT) ensures inclusion and access to the general curricula for students with disabilities within the classroom and increases independent participation across SV, in the workplace, at home and community environments.

SV will ensure that technology is used to enhance the experience for all students, but also be used to enable each student with SEND to interact with it in ways that work best for him or her. For example, this could include accessible software applications that allow students more than one way of accomplishing a task, or accessible multimedia products such as descriptive narration and audio navigation. The training of students in the use of assistive technology will be matched to their individual needs and will be orientated to their age, gender, culture and religious views.

h) Transition arrangements

SV will support the transition from previous schools by arranging student visits to SV, and taster days if appropriate. The SV specialist support team will visit the student's previous school and home (in the case of Engage/The Nest) and discuss issues and concerns with parents, students and staff to enable a smooth transition for all students.

SV will support the progression of students to other schools, FE, and training by providing relevant information to the receiving organisation. It recognises the importance of the transition process for students with SEND and the need for effective co-operation between the different organisations involved. SV will enlist the help of agencies such as Learning Partnership West /Job Centre Plus in providing information and assistance to students, enabling them to enter appropriate further education or training.

i) Annual review of arrangements

All individual SEND arrangements will be reviewed at least annually with the parents/carers and the individual student to consider whether any amendments need to be made to the special educational provision identified for the student. The annual review should focus on what the student has achieved as well as on any difficulties that need to be resolved. EHCPs and associated targets will be agreed with the student, parents/carers and any other relevant agencies at the annual review.

7. Evaluation

In terms of an overall review and evaluation of the effectiveness of the SEND provision, the governing body will receive an annual report and evaluation of the impact and effectiveness of the SEND Policy. The Principal will provide a full evaluation, and the governing body will receive recommendations relating to SEND provision, and oversee the implementation of any actions.

SV will evaluate and measure the success of the SEND provision annually including the following indicators:

- o Improved attendance
- o Improved academic progression
- o Achievements
- o Reduction in behaviour sanctions
- o Progression destinations.

8. Partner involvement

Local schools, Further Education colleges, The Police and employer partners are essential to our vision and are committed to supporting SV, providing its distinctiveness, enabling it to meet the demands of the community and achieve its outcomes. All partners share the commitment to supporting students with SEND and this policy is available to them on our website. SV will adopt a multi-agency approach to SEND and will work with a number of relevant partner agencies to ensure students have the best opportunity to progress whilst at SV and beyond. These specialist agencies could include: speech and language therapists; physiotherapists; Children and Adolescent Mental Health Service; Learning Partnership West (IAG service); Adult Learning Disability Team; Action for Blind; dyslexia specialists; teenage pregnancy services; drug & alcohol services; Youth Offending Team; National Autism

Society; deaf and hard of hearing specialists, communication specialists; National Autism Society.

9. Parents/carers

Partnership with parents/carers plays a key role in enabling students with SEND to achieve their potential. Students often have a unique knowledge of their own needs, and their views about what sort of help they would like are to be seen as valid. Students and parents will be involved in target setting at annual reviews. Students are encouraged to identify teaching and learning strategies which work for them.

Their views will be considered in every aspect of their education.

SV encourages the perspectives of parents/carers on students' SEND. SV also encourages any help parents can give to their children at home, and staff will make themselves available to advise on the ways that parents might help their children and to discuss any concerns or give information on progress.

10. Complaints

SV takes very seriously any complaints by parents/carers or students. Any complaint regarding the SEND Policy or the provision made for students with SEND should be addressed in the first instance to the Centre Lead. The Complaints policy and procedure should be followed and is available on our website or from reception.

Appendix 1

Approaches to meeting different needs

All students will have key staff who have expertise in the area of their greatest need for 1:1 tutorials and support.

Identified need	Approach
<p>Cognition and Learning Needs Specific Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD)</p>	<ul style="list-style-type: none"> ○ assistive technology ○ exam concessions ○ additional small group classes for more time to work on projects with support staff ○ personalised programme of study; additional Educational Psychology assessments ○ depending on the SpLD e.g. autism, dyslexia etc. support to access employability programmes / work placements; differentiation including adaptations of worksheets) ○ state of art the technology for all students to access

<p>Behaviour, Emotional and Social Development Needs Behaviour, Emotional and Social Difficulty (BESD)</p>	<ul style="list-style-type: none"> ○ Additional small group sessions classes for more time to work on projects within a low arousal environment with support staff ○ Educational Psychologist assessments ○ Exam concessions ○ Specialist counselling ○ A phased transition into employment placements with a strong mentorship programme ○ Differentiation of approach by staff
<p>Communication and Interaction Needs Speech, Language and Communication Needs (SLCN) Autism Spectrum Condition (ASC):</p>	<ul style="list-style-type: none"> ○ Small group sessions ○ Exam concessions ○ Speech therapy assistive technology ○ Social and emotional support particularly for students on the autism spectrum ○ Differentiation of approach
<p>Looked after Children (LAC):</p>	<ul style="list-style-type: none"> ○ Individual needs assessed and carefully monitored to ensure they are progressing in line with expectations ○ Multi agency approach.
<p>English as an Additional Language (EAL): The school data indicates there will be above national average levels of students with these needs</p>	<ul style="list-style-type: none"> ○ Individual / small group classes for additional English classes or time to access community classes in English ○ Other individual support may be needed within the classroom particularly in the first instance until they have a good level of English e.g. Laptop with appropriate software

<p>Young Parent/Pregnancy and Young Carers</p>	<ul style="list-style-type: none"> ○ Multi agency approach with health and social services ○ Flexible approach to curriculum and personalised programmes.
<p>Prolonged absence from school e.g. School phobics, safeguarding issues, physical illnesses</p>	<ul style="list-style-type: none"> ○ Personalised programmes ○ Support as appropriate depending on needs
<p>Social, Emotional and Pastoral needs</p>	<ul style="list-style-type: none"> ○ Access specialist Counselling ○ Access to CAMHS ○ Personalised programmes.
<p>Disabilities – Non SEN/LDD</p>	<ul style="list-style-type: none"> ○ DDA Compliant ○ Assistive Technology ○ Multi agency approach e.g.

	<p>physiotherapy Work place assessments prior to employability programme</p>
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Gifted and Talented (G&T)

- Supported placements to ensure the most able students are challenged and stretched with opportunities of extended projects, early assessment and fast-tracked progression
- Differentiation in the classroom
Accelerated programmes of study and early examinations

Appendix 2

Curriculum principles

The vision for SV is to provide an innovative provision that offers something different to existing alternative provision offers in Bristol that will enable young people to overcome their barriers to learning enabling them to reintegrate back into mainstream provision and fulfil their full potential. The main principles behind the curriculum are:

- To enable all students to successfully re-integrate into mainstream provision or progress into a meaningful destination such as further education, apprenticeship and employment with training
- To meet the demands and needs of the young people, commissioning academies/schools, local employers, FE colleges and sixth forms
- Access and delivery of innovative, inclusive education and qualifications that allow opportunities for students to develop self-belief, increase self-esteem and equip them for further study or the world of work
- To produce confident young people with knowledge of what is needed to be successful beyond school.

The curriculum will include:

- A model of learning with exceptional teachers and specialists that incorporate innovative and dynamic approaches, tailored to meet student needs regardless of ability, culture or gender within an inclusive environment
- Personalised programmes of study to meet individual need and aspiration
- Vocational qualifications with embedded English, maths, science and ICT to re-engage students into this core learning by making it relevant. Vocational and academic tasks and activities will be set up that embed the skills needed for future progression either once they leave SV or for movement between pathways, e.g. working on their own initiative, working with others, being a starter completer, effective communication with adults and peers and so on
- Access to quality partnership opportunities, e.g. working with employers offering meaningful work placements, real life work projects, other education providers to increase the breadth of curriculum for individuals
- Differentiation and tailored programmes to allow students to work at their own level and pace to match their needs and abilities
- Employability thinking, entrepreneur and enterprise skills incorporated throughout learning.