



**THE BAILEY STREET ALTERNATIVE PROVISION ACADEMY  
SEND POLICY 2021-22**

POLICY TITLE	SEND POLICY
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REVIEW COMMITTEE	This policy will be reviewed by the LAB on an annual basis
DATE OF PUBLICATION	December 2020
REVIEW DATE	November 2022

Signature	Headteacher	Date
Signature	Chair of Governors	Date



## **THE BAILEY STREET ALTERNATIVE PROVISION ACADEMY SEND POLICY 2021-22**

**Bailey Street Alternative Provision Academy** is a fully inclusive setting providing education for 11-16-year olds that have been permanently excluded, are at risk of exclusion or have other factors affecting the suitability of them accessing a regular mainstream school.

Regardless of prior circumstances, we firmly believe that all pupils at Bailey Street should be successful and we do everything possible to deliver this vision and provide “**a fresh start**”.

*We believe that our school should support pupils and to prepare them for the future by providing the framework of the core values, skills and knowledge that they will need to grow both socially and individually into further education and adulthood.*

- This policy has been written with regard to the requirements of the Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (2014) and outlines our school approach to meeting the needs of pupils with Special Educational Needs and Disabilities.

### **1. What are the aims of this policy?**

*We aim to promote the educational and social inclusion of our pupils by working in partnership with schools, parents, carers, specialist agencies and the wider community.*

From September 2014 following the introduction of the Code of Practice, the expectation is that all settings will have a graduated response to identify and meet the needs of any pupil with special educational needs as set out in Chapters 5 and 6 (Early Years, 5.36-5.48; Schools 6.44-6.62) of the Special Educational Needs and Disability Code of Practice 0-25 years.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

#### **The graduated response includes the expectation that;**

Where a pupil has been identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the *graduated approach*. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. (6.44 P100)

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN...schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. (6.19 P96)



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The aims of our special educational need and disability report/policy and practice at Bailey Street are:

- To ensure an inclusive environment for children with SEN and/or disability
- To reduce barriers to progress, and to use our 'best endeavours' to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum with reasonable adjustments
- To work in partnership with parents and carers to ensure that all children progress to their greatest potential
- To give pupils a voice to enable them to make choices about their own development
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To support pupils with medical conditions so that they are included in all school activities
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

The Staffordshire local offer sets out the services that are available to parents and young people in the local area and gives information on how to access these services.

This information can be located at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Information on the Staffordshire Graduated Response to Special Educational Needs can be located at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>



This policy is written in line with the requirements of:

- The Children and Families Act 2014
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014



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- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations
- The Equality Act 2010

This policy should also be read in conjunction with the following policies: Equality/Equal opportunities, Safeguarding, the school accessibility plan, Behaviour, Anti-Bullying, Pupils with medical needs, Data Protection and the Complaints policy. A range of teaching and learning policies should also be read and link with this policy.

### **2. Definition of Special Educational Needs and Disabilities**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision *different from or additional to* that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (6.15 P95)

#### **The SEN Code of Practice 2014 gives the following definitions:**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (xii P15)

#### **A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (xiv P15)

It should be noted that difficulties in learning experienced by children whose first language is not English is not a special educational need, and this is often an area of difficulty when considering appropriate action.

#### **The four main areas of need from the Special Educational Needs Code of Practice are:**

- Communication and Interaction (including needs arising from Speech and Language difficulties, or Autism Spectrum Condition)
- Cognition and Learning (including Moderate Learning Difficulties or Specific Learning Difficulties such as Dyslexia)
- Social, Emotional and Mental Health needs (Including behavioural difficulties and poor emotional regulation)
- Sensory/Physical needs (including needs arising from Hearing or Visual impairments)



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Many children and young people who have special educational needs may also be regarded as having 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' (Section 6.1 Equality Act 2010).

This definition will include children and young people with long-term medical conditions such as asthma and diabetes. However, it will not always be the case that children and young people with such conditions have a special educational need, but it may be necessary to put in place reasonable adjustments to minimise the impact of their disability on their daily school life. As an example, a reasonable adjustment to improve accessibility to the school premises may be required. Where the child or young person has a special educational need, they will be covered by the definition of SEN in the SEND Code of Practice 2014.

### **3. Inclusion**

Bailey Street is committed to inclusive practice for pupils with SEN and Disabilities and works with the Local Authority to form part of the Staffordshire Local Offer for children and their families. The Equality Act (2010) says that:

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (6.9)

The Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the provision of education for our pupils
- In the provision of provides access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment
- All children with SEND should have their needs met

Bailey Street is a fully inclusive alternative provision for 11-16-year olds where pupils with Special Educational Needs/Disabilities are welcomed by:

- Admitting all pupils to the school on the basis of our published admissions procedures and including all pupils, including those with SEND as set out in the SEND Code of Practice (2014) and/or disability as defined by the Equality Act 2010



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- Having regard to its duties under the Equality Act 2010 as part of SEND planning and review to ensure barriers to learning and inclusion are removed, for example, supporting inclusion in extra-curricular activities and off-site educational opportunities
- Continuing to develop a wider community involvement in Special Educational Needs and Disability through multi-agency partnerships and other initiatives to benefit pupils and support the development of staff

### **4. Accessibility**

Bailey Street ensures that all facilities are available and accessible for all service users, and this is actioned through our accessibility plan,

### **5. SEND Identification/Assessment and Support**

At Bailey Street we understand that everyone is unique, and the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. We understand that pupils learn and develop in different ways and have different strengths and areas for improvement. Highly skilled Teachers and Teaching Assistants recognise this and use different teaching styles and resources, planning differing levels of work in the classroom to cater for the various ways in which children learn. All receive a balanced and broadly-based curriculum - this is called High Quality Teaching with differentiation.

The SEND Code of Practice states:

‘All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.’ (Code of Practice 2014 6.12)

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people at Bailey Street. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

At Bailey Street, we adapt the curriculum and the learning environment for pupils with special educational needs and/or disabilities. We also incorporate the advice provided through assessments, both internal and external, and the objectives/strategies set out in Education, Health and Care Plans (EHCP).

The school follows the principles outlined in the Special Educational Needs Code of Practice when identifying Special Educational Needs and Disabilities, including the graduated approach outlined in paragraphs 6.44-6.56. This draws on identification through assessment



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and, where a need is identified, planning of appropriate support will take place, and support is implemented and reviewed (Assess, Plan, Do, Review). Pupils and parents / carers are fully included in this process.

The school will use its best endeavours to ensure that such provision is made for those who need it.

Special educational provision at Bailey Street is underpinned by high quality teaching and a culture of high expectations that expects staff and persons working with children with Special Educational Needs and Disabilities to promote their inclusion in opportunities available to other children and young people so that they can achieve well.

Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. (6.16 P95)

Subject teachers should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected/working towards expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

(6.17)

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. (6.18)

Further information regarding assessment processes at Bailey Street may be found in our assessment policy and Special Educational Needs and Disability School Information Report:

Despite high quality targeted teaching, some students may continue to make insufficient progress. For these pupils, strengths and weaknesses are identified and then used to identify an appropriate individualised intervention programme. The subject teacher, in consultation with the SENCo and other professionals, will be responsible for setting up learning programmes for pupils with Special Educational Needs that will provide support as necessary. At times, it may be necessary to consult with outside agencies to receive more specialised advice, and there may be a need to consider a request for an Education, Health and Care Needs Assessment. This is considered after a robust, targeted system of in school support and advice, and the requirements of the Staffordshire Criteria for Education, Health and Care Planning Needs Assessment (December 2016) are considered.

### **6. SEND Review Processes**



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Each child with Special Educational Needs has an individual Risk Assessment which incorporates a “One Page Profile” to ensure that specific, measurable, achievable, realistic and timed targets for their development are set. Subject teachers, in consultation with the school SENCo and other staff, are responsible for reviewing individual learning programmes and pupil progress towards their targets. Progress is reviewed at least once a term, although assessment is ongoing and informs practice as the plan is in progress.

Parents/carers and pupils are a central part of the review process, and we aim to set targets together, ensuring that everyone’s views are heard, and needs are met. Teaching staff (and the school SENCo on occasion) will meet with parents/carers to discuss progress and to identify the next steps in learning. Pupils are also fully involved at this stage and their views are taken and considered when planning future targets.

Some pupils may be involved with agencies that support the review process, and they may contribute either by attending meetings or by contributing a report.

Many sources of information are drawn upon when reviewing the child’s progress including assessment information from school and external agencies, the child’s annual school report, questionnaires and their personal intervention plan. The review process at Bailey Street is centred around the pupil and family and is a process where successes are celebrated.

If a pupil is in receipt of an Education, Health and Care Plan (EHCP), then there will be a statutory annual review process, where all are invited to review the child’s progress towards their targets from the past year. External professionals such as the Educational Psychologist, Health Agencies may be invited to share their views at the meeting, and an officer from the local authority may also be present.

### **7. Partnership with Pupils**

Bailey Street Alternative Provision believes that pupils are an active partner in their own education, and we engage them in decision making by:

- Listening to and valuing their points of view, needs and feelings
- Involving pupils in review meetings to discuss progress and future provision
- Involving pupils in target setting and setting learning programmes as appropriate
- Effective communication and monitoring of their views through questionnaires and opportunities to share pupil voice

### **8. Partnership with Parents/carers**

Bailey Street actively seeks to work with Parents/carers and values the contribution they make. Parents/carers of any pupil who express a concern regarding their child’s progress are encouraged to speak to their child’s Year Tutor.



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The Head Teacher, teaching staff and SENCo will also involve the parent as soon as a school concern is raised. The School aims to support parental partnership by:

- Ensuring positive attitudes towards parents/carers
- Effective communication including encouraging parents/carers to raise any concerns with their child's tutor and/or the school SENCo
- Acknowledgement of the parent/carer role as a partner in the education of their child and identifying ways in which strategies can be supported at home
- Recording parental views as part of any review procedures
- Encouraging parents/carers to engage in offering their views on the school's provision and practice through the Ofsted Parent View Website

### **9. The role of the Special Educational Needs Coordinator**

The Special Educational Needs Coordinator is responsible for ensuring the operation of the school's Special Educational Needs and Disability policy, including the efficient use of resources in making the appropriate provision for pupils with Special Educational Needs and Disability so that the best possible outcomes are achieved. They are also responsible for the coordination of Special Educational Needs and Disability provision and practice within school.

This is achieved by:

- Ensuring that the school has a clear vision relating to provision and practice for Special Educational Needs and Disability through strategic planning. This is completed in conjunction with senior leaders, and links with school improvement cycles
- Liaison with staff and on occasion, working with pupils with Special Educational Needs and Disabilities to provide further information on learning needs
- Ensuring that statutory processes (E.g. Annual Reviews) are in place
- Providing advice and guidance to staff
- Liaison with parents/carers
- Liaison with other professionals or agencies that may inform provision/practice in school E.g. Educational Psychology Service, Social Services etc.
- Liaison with settings to inform provision upon transition (pupils from and to school)
- Ensuring that the graduated approach and the assess, plan, do, review cycle is in place
- Ensuring that appropriate intervention programmes are in place, and are reviewed in a timely fashion
- Monitoring progress of children with SEN and Disabilities and analysing this information to inform future resourcing, training, provision and practice
- Ensuring that appropriate records/information is collected, kept in good order, recorded and updated

### **10. Leadership and Management of Special Educational Needs and Disability practice**



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The Special Educational Needs and Disabilities Coordinator will act as lead for pupils with a Special Educational Need at the school and will work along with the Head Teacher and Senior Leaders to:

- Monitor the school's provision for pupils identified as having a special educational need
- Monitor the progress of pupils identified with special needs through termly tracking
- Oversee the day to day management of all aspects of the school's work including provision for pupils with SEND
- Be involved in ensuring that SEND is a key area of school provision and practice and is part of School Improvement Planning and the school's vision and values

The management of children in school with Special Educational Needs and Disabilities will be the responsibility of:

- The Local Advisory Board
- The Head Teacher
- The Subject Teachers
- The Special Educational Needs and Disabilities Coordinator
- Teaching Assistants

The Head Teacher, working closely with the SENCo, will be responsible for informing the Local Advisory Board (LAB) of policy, practice and progress regarding Special Educational Needs and Disability. The LAB has important statutory duties towards pupils with Special Educational Needs and Disability and will have a designated member with responsibility for this area.

Other areas of responsibility include:

- The Local Advisory Board (LAB), working in partnership with the Head Teacher, have the responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils
- Through the performance management process, the LAB ensure that objectives for leadership and the schools development plan include SEND
- Through the school's self-review procedures, the LAB will monitor the effectiveness of the school's SEND policy and provision
- All LAB members will have an up-to-date knowledge of the school's SEND provision

### **11. Transition to the next stage of life**

The Hollies seeks to provide an effective and smooth transfer for all pupils embarking on the next stage of their education/life. Where possible, we also ensure that pupils joining the school have the opportunity to become familiar with the school prior to joining and that relevant information is gained from a variety of sources to ease any transition.



**Manor Hall**  
Academy Trust

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This is completed through:

- Liaison with a school SENCo from other settings
- Reviews in line with the statutory review process for Education, Health and Care Plans (EHCP)

**Bailey Street AP Head Teacher – Sonia Lockett**

**Bailey Street AP SENCo - Sam Royle**

**Local Advisory Board Member: Karen Armitt**

**To be reviewed and ratified by the Local Advisory Board:**

**November 2022**