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BISHOP CREIGHTON ACADEMY

SEN/D PROVISION

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OUR SEN/D POLICY

Our SEN/D policy follows the guidance and requirements that were introduced by the Department for Education in their document: Special Educational Needs; Code of Practice 0 to 25 years.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEN/D policy can be viewed under About Us/Academy Policies section.

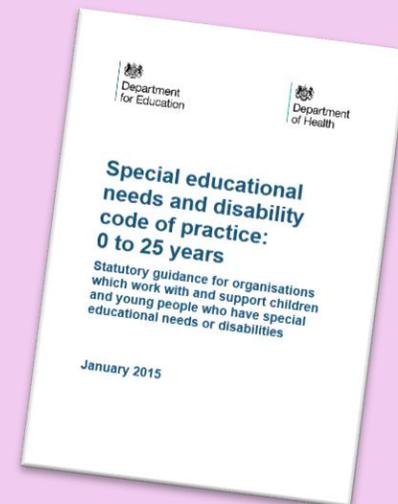
“Children should be able to develop as individuals in both attitude and ability.

At Bishop Creighton Academy, we aim to meet the educational needs of our pupils.” Page 1 of SEN/D policy)

Admissions:

Peterborough City Council’s admission policy. Contact the LA admissions team

01733 747474 or email at admssions@peterborough.gov



MEET THE SEN/D TEAM



Mrs Donna Metcalfe

SEN/Dco and Deputy Principal

Contact Details: phone:01733 343985

email: office@bishopcreightonacademy.org



SEN/D TRAINING AND CPD

At Bishop Creighton Academy, we endeavour to equip our staff with training opportunities to ensure they are all equipped to support our SEN/D pupils effectively. We also have a range of support from our Trust and other trust academies that can lend their expertise.

Training may be whole school, small group or individual opportunities. Examples of such training include:

- *Whole School Inset lead by SENDCo to update staff with key messages
- *Whole School Inset lead by SENDCo to plan and develop Intervention procedures
- *Whole school Level 1 Autism training
- *Individual Level 2 Autism training
- *GDFT SENDCo network meetings to support and challenge SEN/Dco
- *Paston Pack support meetings
- *Southfield's ERP support meeting and Silvershoe training
- *Sensory Motor Circuits support meetings
- *Introduction to sign language course
- *GAT learning alliance Inclusion Conference

GDFT Learning Alliance provides a range of courses to support staff in their roles within their academies.



TYPES OF PROVISION

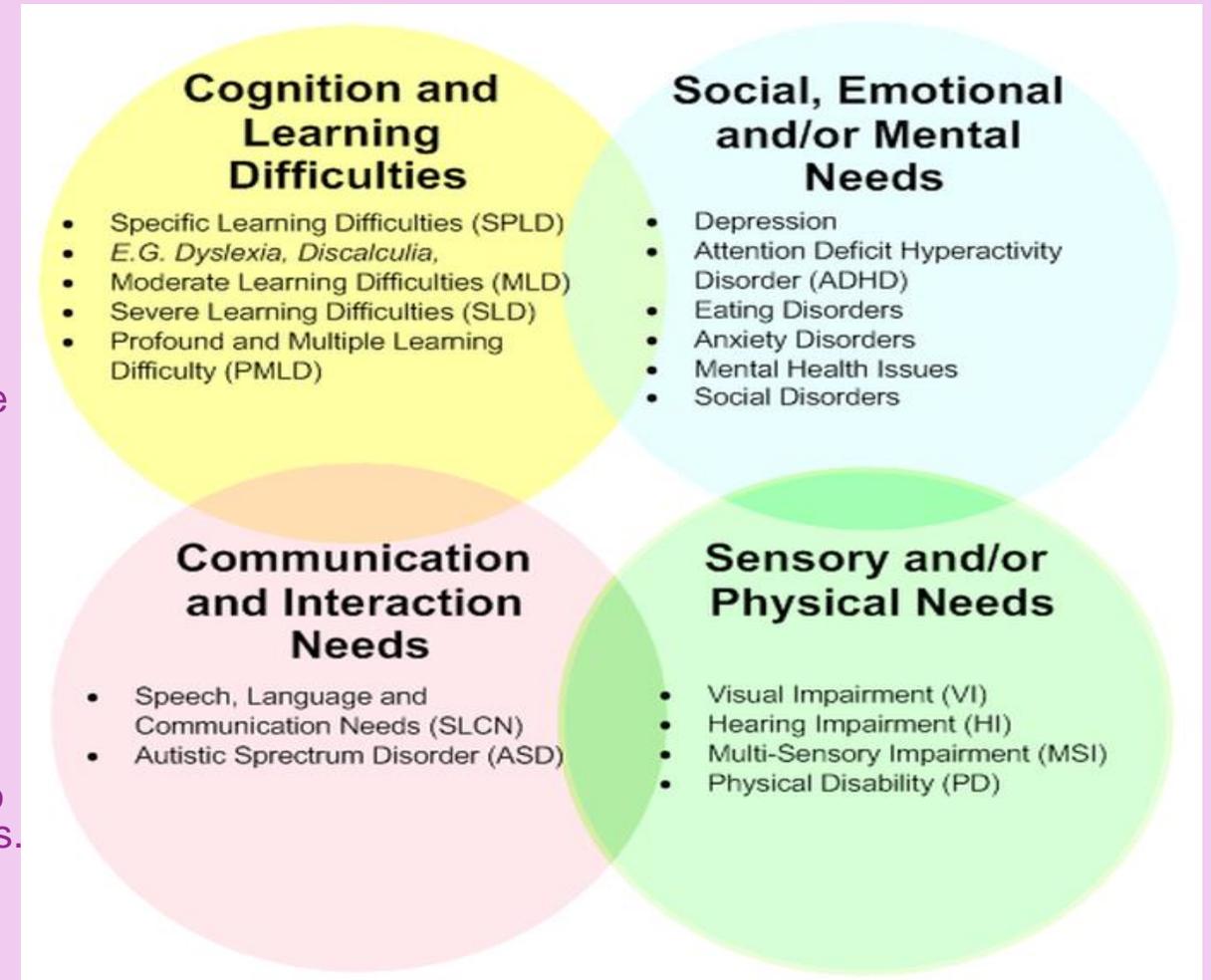
We provide for all four of the broad areas of SEN/D needs.

These areas of need are recognised and described within the Code of Practice.

Any child who requires SEN/D support will have needs that fall into one or more of these categories.

SEMH Support

Our pastoral team including learning mentors are available to support pupils with social, emotional and mental health needs. We will use the Early Help Assessment to gain access to more support for our families which often involves working with a range of external agencies including CAMHS.

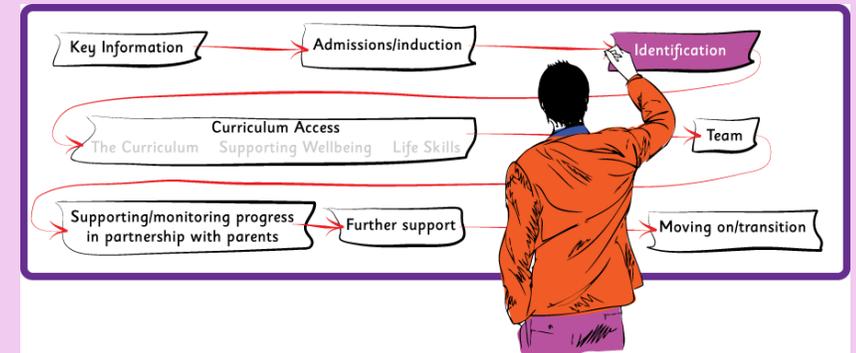


IDENTIFYING SEN/D NEEDS

At our academy we:

- *Listen to parents concerns about their children.
- *Listen to pupil's concerns about their education.
- *Use a robust assessment schedule where we can identify pupils who may require additional support.
- *Track data information to help inform us.
- *Provide a system of staff referring concerns of SEN/D to the SEN/Dco.
- *Gather evidence through observation and work scrutiny.
- *Seek advice from outside agencies.

If a child is identified as having a special educational need, we will begin a child centred approach to providing the most appropriate support for the child in order for them to fully access the curriculum.

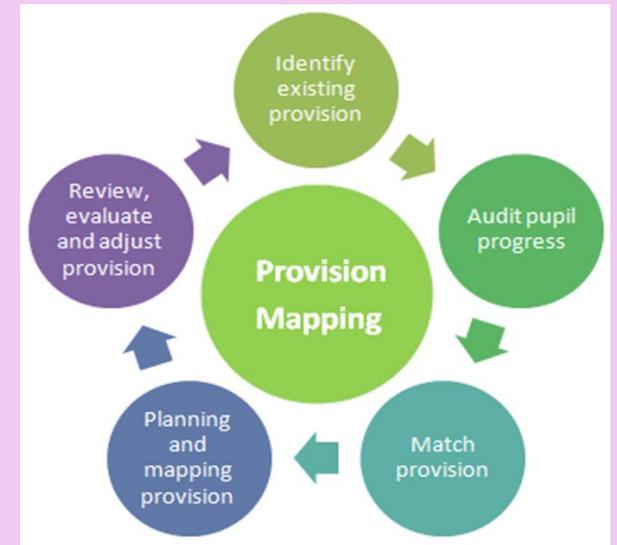


OUR APPROACH TO SUPPORT

“The academy adopts the staged procedure recommended by the code of practice.” (Page 3 SEN/D policy)

Our approach to SEN/D support follows a simple process but of course every child and their needs are all different. So the support must be tailored specifically in order to ensure the child can access every aspect of school life.

1. A concern is raised by a teacher, pupil or parent.
2. The academy SEN/Dco investigates any concerns and uses a wide range of information to support the decision to provide SEN/D support.
3. A one-page profile is completed by the child with their family.
4. A provision map of support is written and agreed to by the teacher, pupil and parent + SEN/Dco
5. Support strategies are suggested, implemented and reviewed.



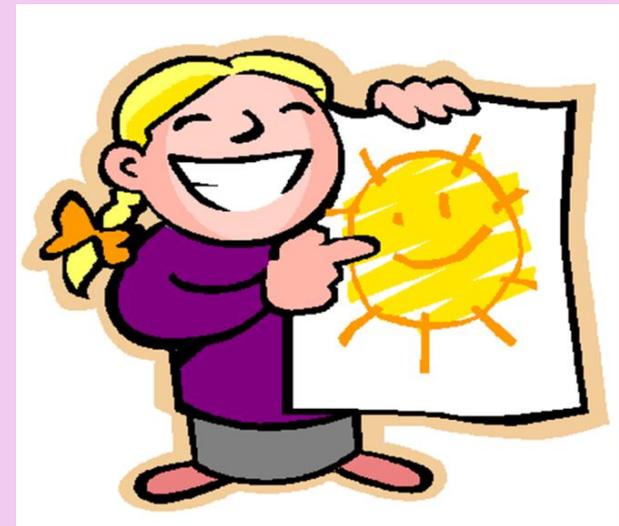
ACCESS TO THE CURRICULUM

“All pupils, whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum of the Academy.” (Page 1 SEN/D Policy)

All adults working with our children feel strongly that this ideal should be strived for, for all pupils. We work very hard to ensure children can access all the opportunities our academy can offer them from learning experiences to extra-curricular clubs.

In order to support full access to our curriculum we...

- *Use adult support where appropriate.
- *Organise flexible groupings.
- *Select and use a wide range of resources.
- *Provide access to ICT devices like I Pads.
- *Access specialist equipment and advice.
- *Create individual timetables where necessary.
- *Use technology to assist pupils where appropriate



LEARNING AND TEACHING

Roles and Responsibilities:

The class teacher is responsible for providing high quality learning and teaching to ALL pupils by:

- *Identify any pupil with special educational needs.
- *Plan for all pupils.
- *Ensure differentiation is planned as necessary .
- *Use inclusive strategies using technology where appropriate
- *Direct and supervise any other adults who work with a class.
- *Analyse pupil progress and attainment.
- *Provide appropriate Intervention.
- *Promote independence by supporting all pupils' needs.
- *Use technology to assist pupils to learn.

The SEN/Dco oversees the SEN/D policy and advises teachers with planning and provision for those children requiring SEN/D support.



LISTENING TO OUR PUPILS

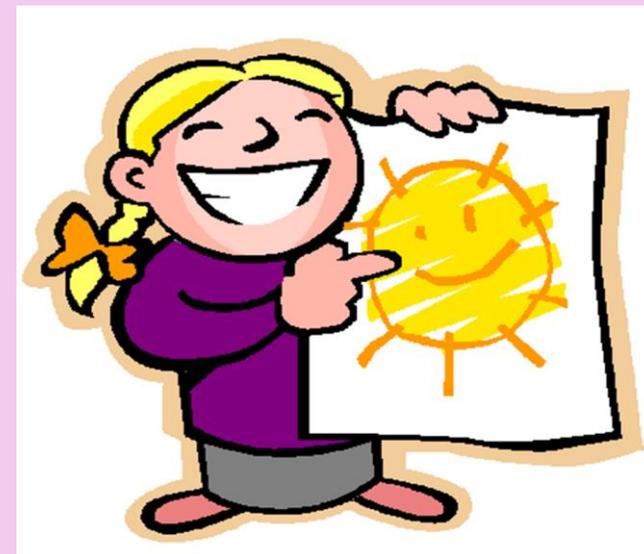
Our pupils views matter to us!

We provide both formal and informal opportunities to gather pupil voice.

We use technology to support pupil voice including use of Microsoft Forms or Flipgrid.

We have an Academy council with 8 representatives from across the academy.

The SEN/Dco works closely with parents to support pupils.

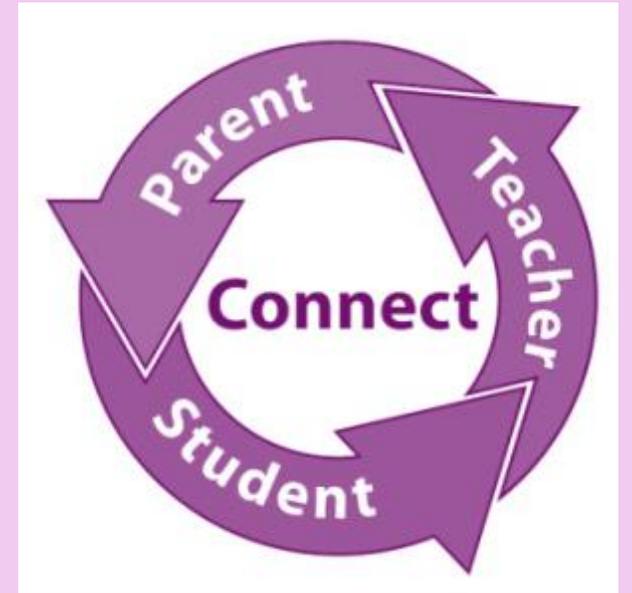


CONSULTING WITH PARENTS

In order to consult with parents we...

- *adopt an open door policy; all parents can come and speak with us.
- *invite our parents into the academy to celebrate achievement.
- *encourage all parents to work in partnership with our Academy to help meet their child's needs.
- *invite parents to be involved at all stages of the planning and review of provision.

We are interested in our Parents' Views – please visit the Ofsted website to leave your views:
<https://parentview.ofsted.gov.uk/>



OUR PASTORAL SUPPORT

Our academy employs two experienced learning mentors whose role it is to provide pastoral and support to those pupils who may require it.



We have a referral system whereby a child can be identified as needing pastoral support.

Our learning mentors are trained to deal with a wide range of issues that children face every day.

The main goal is always to support the child in accessing the learning and teaching opportunities.

Where a child has SEMH needs then our pastoral team will support the teachers and pupil.

Transition:

The pastoral team work closely together to support transition at every age group, with a specific focus on entry into school and transition to secondary school.



ASSESSMENT AND REVIEW

We follow a whole school Assessment Schedule to track pupil attainment and progress.

We collect and analyse data to ensure teaching and learning along side intervention and provision is effective.

We have a system of Identification of pupils/groups who may require further support.

We hold regular reviews for current pupils who receive SEN/D support.

We apply for and review statutory assessments in line with Peterborough Local Authority guidelines.



EVALUATING OUR PROVISION



Academy Advisory Council:

Each academy within the Greenwood Dale Foundation Trust has its own Academy Advisory Council (AAC), it is not however the same as a governing body as it has no legal responsibilities; these are held by the Trust Board. The AAC are made up of parent, community, staff and trust members and they meet termly. Charlotte Krzanicki (Regional Education Director for GAT) also sits on this council to provide support and challenge to the academy.

The AAC, the Principal and the SENDCo will evaluate the effectiveness of the SEN/D policy and procedures.

We welcome regular Quality Assurance Reviews from our Academy Trust: Greenwood Dale Foundation Trust.

We regularly review our own effectiveness and plan for improvement; placing children at the heart of everything we do.



SPECIALIST EXTERNAL SUPPORT

Our academy will always seek guidance and advice from outside, specialist agencies where necessary.

We work closely with:

- *Community and School Nurses
- *Paediatricians and other medical professionals
- *Educational Psychologists
- *Physiotherapists
- *Occupational Therapists
- *Speech and language therapists
- *Hearing and Vision specialists/teachers
- *Autism Outreach teachers

Where appropriate we may need to seek further advice and support following the Early Help Pathway:

- *Behaviour Panel
- *MASG panel

External Support Contact Details:

*Speech and Language services – 01733 758298
Occupational Health services – 01733 777937
Parent Partnership Service - 01733 863658
CAMHS - 01480 428115*



EXTRA CURRICULAR OPPORTUNITIES

We offer a wide range of clubs for our pupils and all pupils are encouraged to join up regardless of their needs.

We will always work hard to ensure a child can access a club and provide the support necessary to do so.

We offer a range of clubs to enjoy during and after school every week.

We offer a breakfast club to those parents who require 'before school' childcare.



THE LOCAL AUTHORITY



Peterborough Local Authority provide the local offer for SEN/D. For more information visit our website via the link below:

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/>

Our arrangements for LAC with SEND:

In order to support a Looked After Child at our academy...

- *We would review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.
- *We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes.
- *The Principal will ensure that training and policies are supportive of looked after children with SEND.
- *The SEN/Dco will work to ensure provision is enabling LAC with SEND to make good progress.



THE LOCAL AUTHORITY



Peterborough SEND Partnership Service provides impartial information, advice and support to parents, children and young people on Special Educational Needs and Disabilities. Services provided include:

- *Impartial advice and information about Special Educational Needs
- *Information, advice on and provision of Independent Supporters
- *Help for parents, children and young people to navigate through the Special Educational Needs process
- *Help for parents about their rights to make sure the educational needs of their child are met
- *Help for parents to work with schools, education, children's services, health and other professionals
- *Information for parents about other support services and organisations
- *Help for parents to resolve disagreements

Contact: 01733 863979 or email pps@peterborough.gov.uk

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REVIEW PROCESS

This Information Report is reviewed annually at the end of the academic year. It may also be updated throughout the year as and when is necessary.

Last review: 01.07.19

