



Cabot
Learning
Federation

Special Educational
Needs and Disability
Policy including The
Information Report

Date: February 2025 JCA (Cabot Learning Federation)

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
08/04/2020	Whole Document	Various	Annual Review
21/10/2021	Whole Document	Various	Annual Review
12/12/2022	Whole Document	Various	Annual Review
22/01/2023	Whole Document	Various	Annual Review
09/01/2024	Whole Document	Various	Annual Review
14/02/2025	Whole Document	Various	Annual Review

John Cabot Academy SEND Policy and Information Report 2022-23

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1. Aims

Our SEND policy and information report aims to:

- Set out how our Academy will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

John Cabot Academy will endeavour to achieve the best possible outcomes for all young people (including those who are deemed to be vulnerable) and will maximise their opportunities for inclusion and promote equality of opportunity for all.

John Cabot Academy are committed to a truly inclusive environment for all young people regardless of ability or disability, social or economic status. We are committed to engaging students who have difficulty engaging fully in Academy life through disaffection, challenging behaviour, or poor attendance. Our Academy prioritises the importance of inclusion and ensure these values are integral to our Academy culture and ethos. We believe this will provide a safe and supportive learning environment whereby students can thrive, grow and flourish to their full potential. We seek to encapsulate a learning environment that empowers all students be able to actively participate in all activities and remove barriers to learning students may face to ensure our students succeed to the highest level of their own personal achievement.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (DfE, 2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO at John Cabot Academy is Alex Lynett.

The SENCO will:

- Work with the Principal (Kate Willis) and SEND (Georgina Tankard) councillor to determine the strategic development of the SEND policy and provision in the Academy.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and Academy Council to ensure that the Academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the Academy keeps the records of all students with SEND up to date.
- Support students and staff when identifying a new SEND diagnosis.

4.2 The SEND Academy Councillor

The SEND Academy Councillor is Georgina Tankard.

The SEND Academy Councillor will:

- Help to raise awareness of SEND issues at Academy council board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy Council on this
- Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the Academy

4.3 The Principal

The Principal is Kate Willis.

The Principal will:

- Work with the SENCO and SEND Academy Councillor to determine the strategic development of the SEND policy and provision in the Academy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of all students in their class.
- Working closely with learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Implement individualised pupil profiles to ensure specific needs are met within their subject area.

5. Data Protection Implications

The Academy uses and stores data related to student's SEND needs. All data use is in line with CLF Data Protection Policy.

6. Monitoring arrangements

This policy and information report will be reviewed by Alex Lynett SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Academy Council.

7. Links with other policies and documents

This policy links to our policies on:

- CLF Equality, Diversity, and Inclusion Statement
- CLF Data Protection Policy
- Complaint Policy
- Supporting pupils with medical conditions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Accessibility Plan
- SEND– User friendly document

8. SEND information report

8.1 The types of SEND supported

Our Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction: Autism (ASD/ASC), Asperger's Syndrome, Mutism, Non-verbal Tourette's and Speech and language difficulties (SLCN)
- Cognition and learning: Specific Learning difficulties (SLD), Moderate Learning Difficulties (MLD), Severe/profound/multiple difficulties (SPLD), Dyslexia, Dyspraxia, and Dyscalculia

- Social, Emotional, Mental Health: Attention deficit hyperactivity disorder (ADHD), Attention deficit disorder (ADD), Anxiety, Bipolar Schizophrenia, Depression, Disruptive, Attachment and trauma and Eating disorders.
- Sensory and/or physical difficulties: Visual impairments (VI), Hearing impairments (HI), Multi-sensory impairment (MSI), Physical disability (PD) and Medical disability (MD).

8.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student, their parents, or carers. We will use this to determine the support that is needed and whether we can provide support by adapting our core offer, or whether something different or additional is needed.

For some students we may involve outside professionals for further assessment or advice, such as an Educational Psychologist or health services such as the Primary Mental Health Specialist from the Child and Adolescent Mental Health Service (CAMHS) or refer to the Community Paediatrician. We ensure that we work closely with parents and work in partnership with them at each stage of this process.

8.3 Consulting and involving students and parents/carers

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We consider parents' concerns.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are.

We will formally notify parents/carers when it is decided that a student will receive SEND support.

All SEND Support and EHCP students will have a dedicated keyworker, who is responsible to writing and updating the Pupil Profile, which is shared with all their teachers. Parents/carers are invited to review the provision and progress for their child as well as their Student Profile and carers are encouraged to contact and meet with the SENCo if they have concerns or questions at any point, they feel necessary.

8.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- Impact of interventions provided through additional testing.
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

8.5 Supporting students moving between phases and preparing for adulthood.

- Moving Schools: Year 6 to 7

Students with Education Health and Care Plans will already be known to the Academy as the Local Authority will have consulted the Academy about the placement.

In addition to the Academy's transition programme for all students, the SENCO meet with the primary schools to ensure that all transition needs are met. Any vulnerable learners will be offered an enhanced transition package, which will include visits to their Primary, additional visits to JCA, additional induction mornings or afternoons.

We recognise that there are children who find yearly transition tricky, and we recognise that parental involvement is essential, and we encourage input at any point in this process.

- Moving into Key Stage 4 (Years 9, 10 and 11)

John Cabot Academy has a 2-year KS4 teaching curriculum.

Parents in Year 9 are invited to an options evening to discuss curriculum choices for Years 10 and 11. For students with SEND the SENCO will be available for additional guidance along with the Senior Leadership Team. Additional guidance will also be provided through Parent Evenings where curriculum choices will be discussed.

- Moving to Post-16 Education

Throughout Years 7-11 students take part in a PSHE programme which include personal, social and health education as well as careers education.

Students are introduced to a range of career options and access to career events and fairs held within the academy or externally.

Some students with a high level of special educational need may benefit from a more personalised approach to preparing them for adulthood and benefit from an individualised programme of life skills.

In preparation for Post-16 transition, each student meets with the Academy's Careers Advisor to plan out their options. For students with additional needs these meetings can be supported by key workers and /or parents.

For students with EHCPs, the SENCO and Learning Support Team work closely with the Local Authority Team, parents and the careers advisor to plan out the young person's transition to another setting.

Visits to post-16 provisions will be organised and are supported if necessary. The Academy will meet with the student, parents and the next provision to carefully plan the young person's transition. The Academy will also offer advice and guidance following the transition process.

8.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. Our aim is to develop the independence and resilience of all learners including those with additional needs.

We will also provide the following interventions:

- Literacy Interventions
- Numeracy Interventions
- Reading Recovery
- ELSA
- Social and Emotional Interventions with Social Skills
- Handwriting and touch-typing
- ASC mentoring

8.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8.8 Additional support for learning

We have a small number of full-time teaching assistants who are trained to deliver interventions such as:

- Literacy Interventions
- Numeracy Interventions
- Reading Interventions
- Social and Emotional Interventions with Social Skills
- ELSA
- Handwriting and touch-typing
- GCSE Exams Access

Intervention will be in groups or 1:1 depending on the intervention and needs of the student. Some students and classes may have access to additional adult support to support learning and access to the curriculum.

We work with the following agencies to provide support for students with SEND:

- Educational Psychologist
- Speech and Language Therapist
- South Gloucestershire Integra
- Behaviour specialists
- Paediatricians and Health Services
- Occupational Health Team
- Bristol Autism Team
- CAMHs
- SENDsory Support Team (Visually Impaired and Hearing-Impaired Teams)
- School Nurse
- School Counsellor
- Off the Record
- Creative Youth Network
- PHMS
- NAOS

8.9 Expertise and training of staff

Our SENCO has OVER 20 years' experience as a teacher and has successfully completed the National Award for Special Educational Needs Coordination.

We have a small number of teaching assistants who are trained in:

- Numeracy (Qualified Maths teacher intervention)
- Literacy
- Read ,Write ,Ink
- ELSA
- JCQ Exam Access Assessment and invigilation
- Autism (AET)
- Attachment and Trauma specialist Training
- Visual Impairment support

- Hearing Impairment support
- Social Emotional Mental Health

We also have a school counsellor and school nurse who work in providing support for students.

8.10 Securing equipment and facilities

Access to facilities and equipment for students with SEND is outlined in the Academy's Accessibility Policy.

The Academy works closely with the Local Authority and Health Care Services to ensure students have appropriate funding and access to equipment and facilities.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals regularly.
- Reviewing the impact of interventions after 12 weeks
- Using student questionnaires
- Monitoring by the SENCO and senior leadership team
- Holding annual reviews for students with EHC plans
- Learning walks, observations and looking at books of students

8.12 Enabling students with SEND to engage in activities available to those in the Academy who do not have SEND

All of our extra-curricular activities and visits are available to all our students, including after-school clubs.

All students are encouraged to go on our residential trip(s) which are organised by the Academy and adjustments will be made to encourage them to do so.

All students are encouraged to take part in sports day/school plays/special workshops, etc

No student is ever excluded from taking part in these activities because of their SEND or disability.

8.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of extra-curricular clubs which promote teamwork/building friendships etc.
- Students can self-refer to the school counsellor
- Students are encouraged to meet with their key worker and share concerns they may have.

We have a zero-tolerance approach to bullying.

Our aim is to work together to create safe environments in which students can thrive, flourish and grown as empowered individuals.

Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010.

Our ethos at John Cabot Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND and embrace and promote neurodiversity (See Anti-bullying policy).

Inclusion and difference is celebrated through assemblies and dedicated PSHE sessions, as well as raising awareness through national awareness events. For example: Mental Health; Dyslexia; Neurodiversity; and Autism Awareness Week.

8.14 Working with other agencies

In our academy, we have Learning Support Assistants and Staff with knowledge and experience of supporting students with a wide range of Special Educational Needs and Disabilities.

John Cabot Academy also works with external services that include:

- Educational Psychologist
- Speech and Language Therapist
- Behaviour specialists
- Occupational Health Team
- Sensory Support Team (Visually Impaired and Hearing-Impaired Teams)
- Bristol Autism Team
- Mental Health Support Team
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatricians and Health Services
- Off the Record, Creative Youth Network, Empire Boxing Families & Young People's Service (FYPS), Families in Focus
- School Nurse

8.15 Complaints about SEND provision

Complaints about SEND provision in our Academy should be made initially to the person responsible for example the class teacher, tutor, or SENCO in the first instance.

If you are not satisfied that your concerns have been addressed then please refer to the complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the Academy has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

8.16 Contact details of support services for parents of students with SEND

Alex Lynett SENCo – Info@JCA.Cabot.ac.uk

Kate Willis Principal - Info@JCA.Cabot.ac.uk

8.17 The Local Authority Local Offer

Findability is a website full of information for children and young people with special educational needs and disabilities (from birth to 25 years old) and their families.

South Gloucestershire:

<https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

Bristol:

<https://www.bristol.gov.uk/web/bristol-local-offer>

- Education – including nurseries, schools and colleges
- Health services
- Short breaks, personal budgets and direct payments
- Local events and activities for children and young people with special educational needs and disabilities

If your concern is with the local authority, then please contact the school or Supportive Parents.

- Supportive Parents – www.supportiveparents.org.uk 0117 989 7725

9. Additional Information

There are also websites that offer support which are run by national charities. Examples are:

- The British Dyslexia Association. - <http://www.bdadyslexia.org.uk/>
- The National Autistic Society- <http://www.autism.org.uk/>
- The Dyspraxia Foundation- <http://www.dyspraxiafoundation.org.uk/>
- The ADHD Foundation- <http://www.adhdfoundation.org.uk/>
- The Social Communication Trust-http: - <http://www.thecommunicationtrust.org.uk/>
- Anna Freud National Centre for Children and Families leading mental health charity. <https://www.annafreud.org/>

