

Contact Us

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Biscovey Academy SEND staff handbook 2022 - 2023



Biscovey Academy SEND Vision

This SEND booklet outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND). We do so in order to provide the tools which allow for **all** to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time, but our ethos and values remain constant.

Biscovey Academy is a fully inclusive mainstream junior school serving pupils in Par and St Blazey.

Driven by our Dare to Dream Curriculum, we are committed to providing access to a first-class education for all pupils, which is **highly ambitious** for those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are entitled to have access to a broad, balanced, and relevant curriculum, which is scaffolded and differentiated to meet individual needs. Pupils are supported **to keep up, not catch up**. Biscovey Academy staff recognise and are committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to attain good outcomes in their learning, progress and personal development. Pupils of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised. Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allows them to make informed choices as they progress through their academic journey.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where pupils feel valued, encouraged and safe.
- Learn to take increasing responsibility for their own learning and actions so that they will be equipped to deal with life after Biscovey and beyond into their future.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life
- Be taught by outstanding teacher who share the belief that everyone is a leader of SEND provision.

Biscovey Academy Inclusion Team

As part of the Aspire Academy Trust, Biscovey does not work in isolation. The Academy inclusion team, led by Evelyn Kyne, provides a solid foundation of CPD and leadership. Working with each of the Academies, providing bespoke support to each individual setting and the wider education community.

Miss. Jamie Bignell **SENCO**



As a part of the senior leadership team, Jamie works with other senior leaders, curriculum leaders, teaching staff and pupils to continually drive forward the SEND provision across the school. In conjunction with this, she works with a variety of other external agencies, professionals, and the wider community to ensure pupils are accessing the support they need to make progress. She has a strategic overview of the SEND needs across the school and plans, designs, and delivers a comprehensive CPD offer in line with the SEND action plan, School SEF and SDP.

Mr. Simon Kessell

Trauma Informed Schools Leads

Simon is a key member of the inclusion team. Qualified with a diploma in trauma informed practice, Simon works with adults and pupils, developing their understanding of the impact of Trauma upon families and pupils. He delivers CPD, and oversees the one to one and group TIS sessions for pupils who may require support in making sense of their experiences.



Miss Laura Marks **Parent Support Advisor**



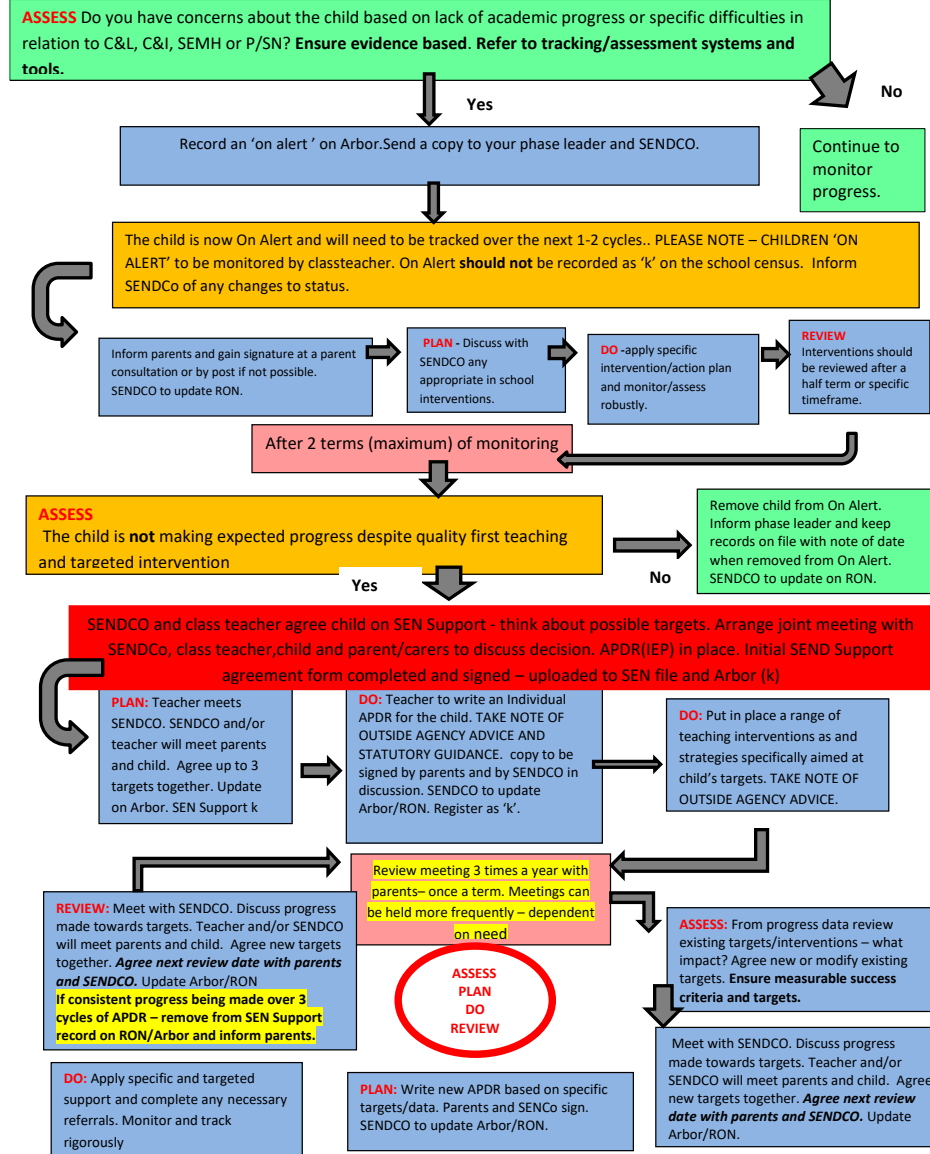
Laura is newly appointed to the inclusion team and has taken on the pivotal role of parent support advisor. She is passionate about strengthening the links between home and school, lending a non-judgmental, impartial ear to our parents and wider school community. Her role encompasses many aspects, including but not limited to advice, sign posting, support with transition, support with attendance and completing referrals to other agencies.

Biscovey Academy Graduated Response

Students face challenges in their learning, despite receiving Quality First Teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEND support. This SEND support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined, as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the **graduated approach**.

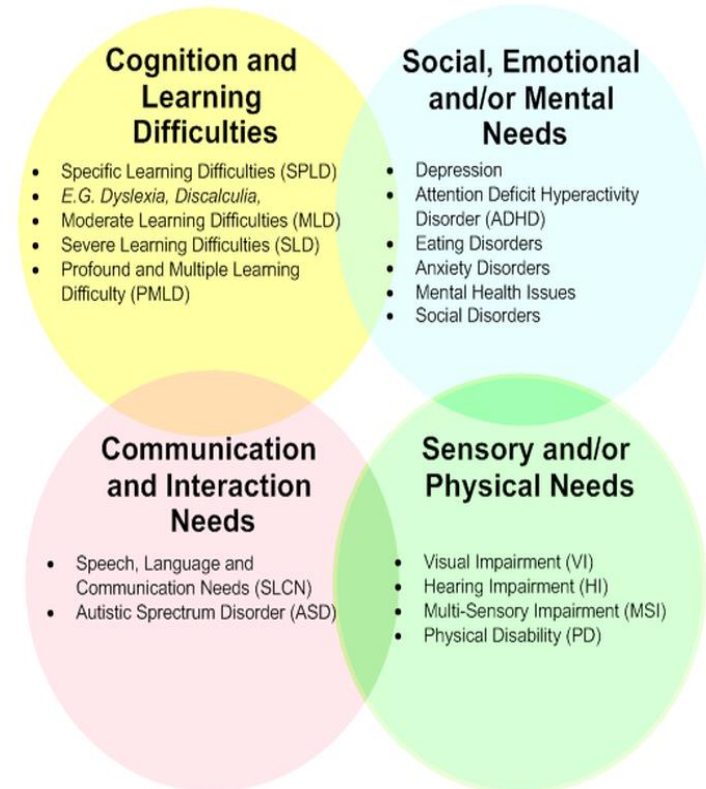


Aspire SEND Identification - The Graduated Response Assess, Plan, Do, Review



Understanding the areas of need.

The four areas of need are detailed in the below diagram. Children are recorded on the record of need as having a primary need in one specific area. It is not uncommon for pupils to have needs in a variety of areas will require careful consideration when planning provision in the classroom.



Understanding the areas of need.

The four areas of need are defined by the Education Endowment Foundation as follows.

Communication and interaction

Communication and interaction This area includes speech, language and communication needs (SLCN) including Developmental Language Disorder (DLD), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language. Children with a diagnosis of Autistic Spectrum Condition, including Asperger's Syndrome Profile, can have needs in this area. Children who find communication and interaction challenging may or may not also have learning difficulties.

Social Emotional and Mental Health

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression) or emotional issues (such as attachment needs). Some children have conditions such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave. It is crucial to look for the underlying causes of any behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour. For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term

Cognition and learning

This area includes general learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD). PMLD is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. Someone with PMLD may have difficulties seeing, hearing, speaking and moving. They may have complex health and social care needs due to these or other conditions. SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia (or 'developmental coordination disorder' difficulties with motor planning). People with one or more SpLDs have a 'spiky profile' of attainment, with areas of strength (sometimes very high) and areas of need.

Physical and sensory

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical conditions such as cerebral palsy. These children will usually access support from a specific local team, which may be a combination of education and health services. These children do not necessarily have 'learning difficulties' in that their cognitive functioning may be average or above; some children do have associated learning difficulties

Legislation for Schools from the SEND Code of Practice

- All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential
- Every school is required to identify and address the SEN of the pupils that they support
- The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff
- The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils
- All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **MUST** make reasonable adjustments 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 have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations

Biscovey Academy SEND priorities and non negotiables.

At Biscovey Academy we understand the needs of our school community and as such have set out the following 10 priorities and non-negotiables.

1. Meet and Greet at the door daily by key adults from the classroom.

Greeting students at the door sets a positive tone and can increase engagement and reduce disruptive behaviour. Spending a few moments welcoming students promotes a sense of belonging, giving them social and emotional support that helps them feel invested in their learning. **A study found that this one small gesture has increased academic engagement in pupils by 27%.**

2. Make relationships a key priority before all else in the classroom.

Strong relationships with teachers and school staff can dramatically enhance students' level of motivation and therefore promote learning. Students who have access to stronger relationships are more academically engaged, have improved social skills, and experience more positive behaviour. **Your relationships with pupils will engender feelings of safety and pupils will be less likely to leave the classroom to seek out others.**

3. Motional/SEMH assessment data is used to inform the provision in your class for supporting 'EVERY CHILD'

All classes should use the SEMH data to deliver meaningful motional activities for children to down regulate regularly. Creating feelings of safety and playfulness in each classroom.

4. Pupils are not left behind.

If a pupil is not working at ARE **Ask why?** What were their starting points? What has happened since? What can be done to support the child? Complete an on alert form, inform the SENCo (me!) and follow the graduated response.

5. Planning for pupils meets their needs identified on IEPs/On Alert forms.

It is imperative that pupil targets reflect next steps identified on IEPs etc. There is **no specific format** for planning for SEN pupils. I will monitor provision and look for targets being planned for, met and evidence of progress throughout the year. I will also look for evidence of pupils having access to QFT from teacher, T.A and 1:1 T.A's, as well as work being differentiated appropriately and not just by level of support. Pupils should complete some work independently even if this is at a much lower level to what they can complete with adult support.

Biscovey Academy SEND priorities and non negotiables.

Continued..

6. Pupil voice is heard!

Pupils should be consulted over IEP targets. They should be able to talk about their next steps and things they are doing which help them meet their targets. They should feel confident in discussing progress they have made and things they need help with.

7. Parent voice is heard!

Termly meetings to be held with parents of pupils on the SEN register. Targets are discussed and parents are giving frequent opportunities to discuss pupil progress and next steps. Parents of SEN pupils often feel that professionals do not listen to them when they discuss their children. Ensure that parents feel heard and supported.

8. Sharing information.

Adults should not be expected to support pupils without having the opportunity to get to know them. (Folders!) **Share all relevant information with adults. IBP, IEP, PLIM, Medical etc.** Consider best use of adults. If 1:1 T.A is not in, is it ok to ask a supply TA to work with 1:1 child, can a more familiar adult support instead? Work within year group teams to make best use of T.A's. Should a new TA be expected to work academically with 1:1 pupils? What other targets can be met that pupils might engage with when working with less familiar adults?

9. ROUTINE CAN ANCHOR US

Developing a daily routine can help us to feel more in control of everything and help us to make room for all that's important. Routine can aid our mental health. It can help us to **cope with change**, to form **healthy habits**, and to **reduce our stress levels**.

There is a whole school timetable which should be used in **every** classroom. It should be clearly on display and discussed each morning with pupils as part of your meet/greet/registration.

SEN pupils who use now/next boards or individual timetables should use the same timetable symbols.

10. Key documents are completed on time!

At Biscovey Academy we believe it is imperative that IEPs are working documents and should be continually referred to and used to effectively inform ongoing planning. However, there are specific dates in the school calendar when these must be formally reviewed, updated and shared with parents.

