



Bassingbourn Village College

Inclusion Policy

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| Committee | LGB |
| 2 week consultation period | n/a |
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| Review cycle | Three yearly |
| Date of next review | May 2023 |

College Aim:

To know all our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close family environment. To nurture individuals to have high aspirations, a love of learning and to become confident, responsible, respectful, resilient, healthy and independent members of society.

This policy is a combination of the SEND policy and Medical needs policy and should be read in conjunction with the Expectations for learning policy and the Local Authority medical needs pathway documentation.

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Section 1 - Special Educational Needs and Disability

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'
(SEND Code of Practice 2014)

1.1 Introduction

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs and disability (SEND) of its students. The information is available free of charge to parents of existing or future students of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post or on the school website: www.bassingbournvc.net

This document contains all of the required information. Further information and advice on meeting special educational needs in schools is available from the government through their document: ***Special educational needs and disability code of practice: 0-25 years.*** The school operates its policy, provision and practice in accordance with this guidance.

Reference has been made to the following legislation in compiling this policy:

- SEND Code of Practice 2014
- Equality Act 2010
- Children and Families Act 2014

This policy has been developed through consultation with staff, students, parents and governors.

1.2 Special Educational Needs and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

1.3 Vision

The SEND Code of Practice (2014) principle is that ‘all children and young people are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives and make successful transitions into adulthood, whether into employment, further or higher education or training.’

Our aim is to know all our students as individuals and to be able to identify students who have SEND as soon as possible enabling us to ensure appropriate provision is in place for all our students. We strive to ensure all students with SEND can access a broad and balanced curriculum and are able to fully participate in all aspects of college life. We provide support and advice for all staff working with students who have SEND. We aim to ensure students and parents are involved in all aspects of decision-making related to provision and progress/ Transitions for students with SEND and carefully planned and additional support is provided.

This vision is met through the following;

- Providing all students with a broad and balanced curriculum
- Quality first teaching which engages students and is personalised to individual needs
- Providing a whole school approach to the management and provision of SEND support
- Providing a holistic approach to support and provision for students with SEND
- Early identification and intervention of students who have a special educational need
- Intensive transition arrangements with feeder schools
- Support from external agencies as and when necessary
- Support and guidance regarding special educational needs for all staff
- Maintaining positive working relationships with parents and carers
- Working within the guidance of the SEND Code of Practice (2014 and the Cambridgeshire Local Offer
- Provision for children with special educational needs is a matter for the school as a whole. The Governing Body, the Principal, the SENCO and all other members of staff, both teaching and support staff, have important day-to-day responsibilities.

1.4 Identifying Students who have Special Educational Needs and Disability

Many students experience delay in their learning and thus do not make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff, which will be additional to and different from the curriculum available for the majority of children of their age. As a school we use a variety of methods to identify possible SEND needs, these include; referral from previous school, referral from BVC staff (see Appendix 2) diagnostic assessments, termly progress checks on academic achievement, teacher referral (when classroom intervention has been unsuccessful). Students are only identified as having SEND when they do not make adequate progress (defined below) following good quality first teaching.

As a school, we recognise that progress and attainment can also be affected by factors **other than** SEND e.g.

- Disability (the SEND Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Child in care / Care experience child
- Being adopted
- Entering Year 7 below 100 in English (reading) and numeracy

Whilst the above may affect progress and attainment they do not fall within the categories of SEND.

1.5 Graduated Approach

Where a student is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND 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 student’s needs and of what supports the student in making good progress and securing good outcomes.

This is known as the graduated approach.

(SEND Code of Practice 2014)

Bassingbourn Village College provides a graduated approach to supporting students with a Special Educational need.

Education Health and Care Plans

Children who still make very little progress, despite waves 1-3 may have more complex needs. If a student is considered to have complex needs and requires more additional support than the school can reasonably provide within its own budget, the SENCO will liaise with external agencies and parents/carers to request a formal assessment for an Education Health and Care Plan (EHC). Further information on the Education Health and Care Plan procedure can be found at:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp>

An EHC Plan outlines provision that the school is expected to provide and additional funding that will be made available.

All parents of students who have An EHC plan will have termly meetings with the school SENCO.

BVC Graduated Approach



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Using teacher assessment, data, cycles of APDR, parent/child involvement. Refer to SENCO

SENCO discussion with parent when more specialist involvement is required.

SENCO makes a request for EHCP if applicable

Wave 1
Quality First
Teaching/Learning (1)

Wave 2
Short term intervention (2)
SEN Caseworker

Wave 3
SEND register (K)
Long term intervention
Involvement of SENCO

Wave 4
EHCP (E)

Student's can move up and down based on the provision they are receiving

1 APDR cycle = 6 weeks

- What every child receives
- All staff responsible for ensuring Wave 1 provision is delivered
- Teacher standards
- Class teacher has implemented QFT classroom strategies (Student strategy sheets) and followed 2 cycles of Assess/Plan/Do/Review.
- Reasonable adjustments are in place

- Not making expected progress despite reasonable adjustment at wave 1.
- QFT and Short Term specific intervention required. (specialist, class or curriculum)
- Baseline assessments to be completed with recommendations.

- In-depth assessment to establish area of need.
- Ongoing, specific support to address child's SEND. Evidenced based intervention monitored by SENCO.
- Young person will have individual learning plan, measurable targets, provision outlined.
- Specialist support from outside agency.
- SENCO involved in coordinating provision, assessment, measuring impact and liaising with outside agency.
- Student recorded as SEND support (K)

- Support over and above, additional and different.
- Highly personalised and closely monitored specialist provision.
- Specialist support from external services.
- Student recorded as EHCP (E)

1.6 Partnerships

The College encourages students to participate in their learning and decisions made about them. Students are part of the decision making process, included in setting their targets and encouraged to contribute to the annual review procedure and attend annual reviews.

The College works closely with parents, listens to their views and recognises that their involvement and support is vital to the success of the education of students with special educational needs. Parents are encouraged to discuss any issues and concerns with the SEND Department and are always kept informed of any additional or difference in provision being given. Parents are invited to contribute to and attend any review meeting about their child and are made aware of targets set for their child, the progress being made and appropriate strategies which will help in College and at home. Parents may be signposted to SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) so that they can obtain impartial and confidential advice, information and support. Advice and support from specialist agencies and other professionals is sought and put in place where appropriate to ensure provision meets the needs of students.

- Parents are encouraged to look at the Cambridgeshire local offer found at www.cambridgeshire.gov.uk/SEND
- The school website includes an Inclusion link for parents to access relevant SEND information, including a link to the school SEND information report: <https://www.bassingbournvc.net/sen-information-report/>

1.7 Monitoring and evaluation of SEND

At Bassingbourn we feel that self-evaluation promotes an active process of continual review and improvement of provision for all our students.

The quality of provision for SEND students is monitored regularly through the schools self-evaluation schedule. This includes lesson observation, work scrutiny, student and parental questionnaires. In addition the SENCO has the responsibility for the monitoring of SEND students outcomes (progress, behaviour, attendance and attitude) and evaluating the impact of the SEND strategies used this is information used to inform individual students assess, plan, do, reviews (ADPR).

Reports are given to governors regularly on the progress, attendance and behaviour of SEND students.

1.8 Training and Resources

All teachers and support staff undertake induction on taking up post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and to discuss individual needs of students. Our CPD (continual professional development) menu for staff enables them to attend SEND specific session.

The school's SENCO attends the Cambridgeshire SENCO network meetings in order to keep up to date with local and national updates in SEND. Relevant information is then relayed to staff through CPD sessions, emails, student support briefings and the Inclusion bulletin. In addition to this our Principal Ms V Poulter chairs the Anglian Learning SEND group, this is a termly meeting attended by all SENCOs working within the Academy ensuring consistency of practice across the trust and an opportunity to share excellent practice.

Section 2 - Medical needs

2.1 Introduction

The staff at Bassingbourn Village College are committed to ensure that students with medical conditions receive appropriate care and support at school. This policy has been developed in line with the Department for Education's guidance released in 2014 updated in 2017, "Supporting students with medical conditions at school". Ofsted places a clear emphasis on meeting the needs of students with SEND and Disabilities and this includes children with medical conditions. We promote inclusion and will make all reasonable adjustments to ensure that students with a disability, medical need or SEND have full access to education, including school trips and physical education.

2.2 Definition of Medical Needs

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

For the purpose of this policy, students with medical needs may be:

- students with chronic or short term medical conditions or a disability involving specific access needs, treatments, support or forms of supervision during the course of the school day or
- sick children, including those who are physically ill or injured or are recovering from medical interventions,
- or children with mental health problems.

The member of staff responsible for ensuring that students with medical needs have proper access to education is Ms Heather Edwards (Assistant Principal responsible for Inclusion). She will be the person with whom parents/carers will discuss particular arrangements to be made in connection with the medical needs of a student. It will be her responsibility to pass on information to the relevant members of staff. This person will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enhance students' inclusion in the life of the school and enable optimum opportunities for educational progress and achievement.

2.3 Identification of medical needs

Most medical needs will be **identified by the parents/carers** in consultation with a medical professional outside school.

- Any **medical concerns the school has** about a student will be raised with the parents/carers.
- **Information about medical needs or SEND** is requested on admission to the school. Parents and carers are asked to keep the school informed of any changes to their child's condition. Wherever possible meetings with the parents/carers and other professionals are held before the student attends school to ensure a smooth transition into the school.
- The school will work closely with other professionals to ensure good **communication and liaison**

- Children with more complex medical needs may require an **Individual Health care plan (IHCP)**. This will be drawn up in consultation with the student, parents/carers and outside professionals.

2.4 Partnerships

Parents will:

- Provide the school with sufficient and up-to-date information about their child's medical needs
- Be involved in the development and review of their child's Individual Healthcare Plan (IHP) and or an Individual Alternative Education Plan (IAEP) and may be involved in its drafting and regular reviews.
- Carry out any action they have agreed to as part of the implementation of the IHP or IAEP e.g. provide medicines and equipment
- Ensure the student is able to attend school in line with any agreed alternative timetables.

Students will:

- Where possible provide information about how their condition affects them.
- Have the opportunity to be fully involved in discussions about their medical support needs.
- Contribute as much as possible to the development of their IHP/IAEP.
- Be expected to comply with their IHP/IAEP.

2.5 Long term medical/behaviour need impacting on attendance?

BVC recognises that every effort should be made to support students within the mainstream setting, there are circumstances when this is no longer a viable option this (this could be due to behaviour or medical conditions). In such cases BVC will inform our allocated Education Inclusion Officer (EIO). The EIO will advise the school whether it is appropriate for the student to go on an IAEP/IHP, either of these will need to be supported by Medical Evidence from a qualified medical professional. If it is felt the student would benefit from either of these then a meeting will be arranged with the parent, student, EIO and any other external professionals working with the student to complete an initial IAEP/IHP.

The length of an IAEP can range from a week to a year. However, it will be reviewed at least every 6 weeks.

2.6 Alternative Provision

Alternative provision is an educational provision for students who are unable to access full-time mainstream education for a number of reasons. Any alternative provision agreed by the school will be fully supported and evidenced by medical professionals and agreed by an Education Inclusion Officer. Any external alternative provision provided will be accordance with the Local Authorities Alternative Provision Register.

BVC recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing the opportunities to succeed. Moreover, we recognise the need to offer the type of provision that allows students to achieve their potential.

“Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too.” (Creating opportunity for all, DfE, 2018)

2.7 Individual Health Care Plans:

IHCP will be reviewed at least annually, or earlier if there is evidence that the student’s needs have changed.

Plans will be developed with the students best interests in mind and will set out:

- What needs to be done
- When
- By whom

Not all students with a medical condition will require an IHP. It will be agreed with a medical professional and the parents when an IHP would be inappropriate or disproportionate. This will be based on evidence.

Plans will be drawn up in partnership with the school, parents and any relevant medical professionals, such as a specialist nurse or paediatrician, who can best advise on the student’s specific needs. The student will be involved wherever appropriate.

IHPs will be linked to, or become part of, any statement of special educational needs (SEND) or education, health and care (EHC) plan. If a student has SEND but does not have a statement or EHC plan, the SEND will be mentioned in the IHP.

The level of detail in the plan will depend on the complexity of the child’s condition and how much support is needed.

IHP’s may consider:

- The medical condition, its triggers, signs, symptoms and treatments
- The students resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues, e.g. crowded corridors, travel time between lessons.
- Specific support for the students educational, social and emotional needs. For example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions.
- The level of support needed, including in emergencies. If a students is self-managing their medication, this will be clearly stated with appropriate arrangements for monitoring.
- Who will provide this support, their training needs, and expectations of their role and confirmation of proficiency to provide support for the student’s medical condition from a healthcare professional, and cover arrangements for when they are unavailable?
- Who in the school needs to be aware of the student’s condition and the support required?

- Arrangements for written permission from parents for medication to be administered by a member of staff, or self-administered by student during school hours.
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the student can participate, e.g. risk assessments.
- Where confidentiality issues are raised by the parent/student the designated individuals to be entrusted with information about the student's condition
- What to do in an emergency, including who to contact, and contingency arrangements

2.8 School Trips / Visits

Our school is clear about the need to actively support students with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

The school will consider what reasonable adjustments need to be made to enable these students to participate fully and safely on school trips, visits and sporting activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that students with medical conditions are included. In doing so, students, their parents and any relevant healthcare professionals will be consulted.

2.9 PE and Activities

Bassingbourn Village College encourages students to participate in physical activities and extra-curricular sport. Students who take medication may need to take precautionary measures before participating in exercise or during physical activity. Staff and students should ensure such medication is accessible. Parents should ensure medication is labelled with the student's name.

2.10 Personal Care

Students who need **special arrangements for personal care** will be assisted by a trained member of staff. The school has disabled toilets in the main building, Science block and sports hall. Protective gloves and aprons are provided for staff and there are procedures in place for the disposal of equipment. Students are encouraged to develop as much independence as possible in connection with personal care.

Section 3 – Miscellaneous

3.1 Complaints procedure

If you are not satisfied with an aspect of your child's education then your first point of contact is to speak to your child's Mentor. If you feel that this has still not been resolved then you are advised to discuss your concerns with the Principal, Ms Poulter. A full copy of the complaints procedure can be found on the schools website <https://www.bassingbournvc.net/parents/policies/> or a copy can be obtained from the school office.

3.2 Reviewing the policy

This policy will be reviewed annually as part of the policy review schedule.

3.3 Roles and Responsibilities

Ms Vickey Poulter - Principal

Ms Heather Edwards – Assistant Principal, responsible for Inclusion and student welfare

Ms Susan Murphy – Special Educational Needs Co-ordinator (SENCO)

Mrs Butterworth SEND governor

Mrs J Nettleton –Achievement Leader, Years 7 and 8

Miss C Harris - Achievement Leader, Years 9 and 10

We also have a committed team of support staff who have excellent knowledge and skills in supporting students with special educational needs.

3.4 Confidentiality and Information sharing

At Bassingbourn we follow the HM government document on information sharing for practitioners providing safeguarding services. A decision regarding sharing of information with other agencies is taken using the flowchart in Appendix 6.

Section 4 Appendices

1. SEND information report – Sept 2019
2. SEND referral form for staff
3. Bassingbourn Village College – Individual Health Care Plan
4. Individual Alternative Education Plan template
5. Long term medication consent form
6. Information sharing flowchart
7. External support for parents and carers

Appendix 1 SEND Information Report – 2019.20

SEND Information Report in Inclusion

Introduction

Bassingbourn Village College is a 11-16 comprehensive academy school with approximately 600 students.

Our College aspires to provide students with special educational needs and/or disabilities (SEND) with an education that allows them to fulfil their potential by recognising their individual differences, accepting their strengths and weaknesses and enabling them to value themselves and others. We have an inclusive ethos and the College strives to create a sense of community and belonging for all students.

'All teachers are teachers of students with special education needs. Teaching such students is therefore a whole school responsibility.' (SEND Code of Practice 2014)

Fundamental to SEND students accessing the curriculum is high quality teaching, differentiated for individual students and targeted at their area of weakness.

Access to additional learning programmes and resources is in place at the College to support the development of key skills when assessment and quality teaching indicates that the student is not making progress.

It is our intention is to provide effective provision for students who may have additional needs under the broad categories of:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health difficulties
- Physical and/or Sensory difficulties.

What is the Local Offer?

As from September 2014, local authorities and schools were required to publish and keep under review information about services they expect to be available for students and young people with Special Educational Needs and/or Disabilities (SEND) aged 0-25. This is the 'Local Offer' <http://www.cambridgeshire.gov.uk/SEND>

The Local Offer gives information about:

- Services and support available
- How student needs are identified and assessed
- The way schools and colleges support students with SEND
- How to access services
- Preparation for adulthood and independence

It also includes information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.

Who can you contact about your child's difficulties with learning, SEND?

The Subject Teacher or Mentor

-is responsible for any information or concerns on your child's progress or difficulties in a particular subject

The SENCO/Inclusion Co-ordinator: Ms Sue Murphy

Is responsible for:

- Co-ordinating all the support for students with SEND
- Ensuring that you are kept informed about the support your child is receiving, and involved in regularly reviewing their progress
- Liaising & providing staff with strategies to support the teaching and learning of your child
- Contact with professionals who may be coming into the College to support your child's learning – for example, The Hearing Impaired Specialist Teacher
- Updating the College's SEND Register (a system for ensuring that all SEND needs of students are known by all teaching staff in College) and making sure records of your child's progress and needs are kept.
- Initiating intervention such as Literacy & Numeracy and Targeted 1 To 1 to enable SEND students to make progress in their learning
- Line-Manager of a strong team of 5 well-qualified Teaching Assistants who have strengths in specific areas and who may support your child at College.

The Assistant-Principal Ms Heather Edwards

Responsible for various leadership duties and Student Support/Inclusion

- Line-Manager of SENCO/Inclusion Co-ordinator
- Deputy Safeguarding Lead & Designated Leader of Children in Care

Governor responsible for SEND: Ms Alison Butterworth

Responsible for making sure that the necessary support is given for any child with SEND who attends the College.

How does the college know if my child needs extra help and what should I do if I think my child may have SEND?

Information is shared and gathered at the point of transition and entry into College. Alongside their National Curriculum Data, all students in year 7 undertake further assessments to provide comprehensive baseline data.

The progress and learning of all students is monitored and reviewed regularly. Progress Checks are shared with students and parent/carers every half-term. If your child is identified as not making adequate progress, you will be informed and if necessary, a meeting will be set-up to discuss this with you in more detail.

If you have concerns that your child may have SEND, please contact Sue Murphy, the SENCO/Inclusion Co-ordinator who will be more than happy to discuss this with you.

We will:

- Listen to any concerns that you may have
- Listen to any concerns that your child may have.
- Plan any additional support your child may need that is different or additional to the good quality classroom teaching
- Discuss with you any referrals to outside professionals to support your child.

What will the College do if they think your child has SEND?

Students not already identified will be highlighted at the College in the following ways:

- Student or parental concern about progress or issues concerning their child
- Teacher concern and referral to Inclusion Department
- National Curriculum Key Stage levels compared with expected levels of progress nationally
- Referral and identification at primary or previous school
- Identification of a difficulty will be confirmed by diagnostic assessment such as Dyslexia Screening or observational assessment conducted by the SENCO or by a referral to other educational or medical specialists.
- Once identified as having SEND, we will take action to try and remove barriers to learning and put in effective measures to help your child.

How does the College support my child's learning and how will I know how my child is doing?

In order for students to have full access to the curriculum, we recognise that some may need a form of provision that is additional to and/or different from that provided as part of the usual differentiated curriculum. The 'intervention plan' will record the provision that the student is receiving. It might include the following:

- Basic skills development through small group or 1 to 1 teaching in English or Maths
- Indirect in-class support

- Targeted 1 to 1 support on an area of difficulty for example, spelling due to dyslexia
- The use of individual resources or equipment
- Social and Communicative interaction through small group work
- Lunchtime support with homework in Inclusion

If a student makes little or no progress in specific areas over a long period then external support services are usually consulted. Again, we will record provision and strategies that the student is receiving. This might include:

- A more intensive skills development programme
- Consultation with the External Agencies

A few students who have persistent, severe or highly complex needs will receive provision at an even more intense level by having an Education, Health Care Plan (EHCP).

As a parent, you will be contacted regularly. An initial meeting will take place to discuss the concerns of your child and plan any additional support. We will review and examine achievement through:

- Observations
- Work scrutiny
- Tests where appropriate
- Student/parent teacher views
- Review or revise the plan
- An Annual Review process for those students with EHC Plans.

Contact via email or telephone is a means in which the Parent/Carer/Subject Teacher/Mentor/Head of Lower or Upper School – College Achievement Leader/SENCO can touch base at any time during the year.

SENCO email: smurphy@bassingbournvc.org

Telephone : 01763 242344

How will the curriculum be matched to my child's needs?

All students access:

- Good Quality Teaching that includes differentiated approaches by subject specialist teachers
- Teaching that is informed by assessment, planning and review.
- High expectations for each student in their class regardless of SEND

Some students that are identified as needing additional support may access:

- Additional in-class support provided by a Teaching Assistant
- Specific strategies that have been suggested by the Inclusion department or professionals
- Targeted interventions delivered by an experienced Teaching Assistant
- Access to specialist professionals, for example, a Speech and Language Therapist. This will help the College understand your child's particular needs.

A few students:

- May have an Educational Health Care Plan (EHCP). This support is available for those students whose needs are severe and complex. These students experience specific barriers to learning and require specialist support.
- The College or you, the parent, can request the Local authority to carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a great deal of information about your child, including some from you) they will decide whether they think your child's needs seem complex enough to need a Statutory Assessment. If they do not think your child's needs meet the criteria for an EHC Plan, the Local Authority will ask the College to continue with the current support.
- If the Local Authority believes an Assessment may go ahead, further reports are collected and an EHC Plan will be written.
- The EHC Plan will outline the support a child will receive from the Local Authority and the College's - 'Liaison with the child, parent and school will determine the approach in supporting the child.

How will my child and I know that progress is being made and how will you help me support his/her learning?

- The student will receive regular feedback in the classroom which can be informative and may include next steps for progression, this may be either verbal or written in accordance with the AFL policy
- Written feedback is regularly provided for students using the www/ebi/ftg system
- Progress checks are completed each half term and shared with students/parents/carers
- An Annual Review will be held for students with an EHC Plan or Statement of Educational Needs.
- In Year 7, parents/carers have the opportunity to meet with their child's Mentor in October and there is then a parents evening in the summer term. Every year group has one parents evening a year in addition to other information evenings. At these meetings, you will have the opportunity to share your child's progress and discuss ways in which you and the teacher can further support your child's learning.
- A yearly report is provided that will have levels and comments from each of your child's teachers

- Opportunities to contact a subject teacher or SENCO are available on a regular basis
- To support your child's learning, you will find the programme 'Doddle' on our school website. You and your child will be able to check any homework that has been set by your subject teachers. Many parents have found this extremely helpful in monitoring the work your child is doing at home.
- The Inclusion Department can recommend a choice of resources to support your child with their learning at home and are always willing to discuss with you ways in which to help your child.
- Teachers are willing to provide support and advice on any area of concern in their subject.

What does the College do to support my child's overall well-being?

- At Bassingbourn Village College, we value the students' well-being above all. We have a strong pastoral system – there are 6 Mentors in each College, and achievement leaders for each year group. This ensures that you and your child will always have someone to talk to if there is something that is concerning you.
- All our staff are regularly trained to provide a high standard of pastoral support.
- Relevant staff are trained to support medical needs and in some cases, such as the use of epi-pens, all staff receive training. We have a medical policy in place which ensures that students with medical needs are fully supported.
- Our expectations for learning policy; which includes guidance on expectations, rewards and sanctions is fully understood by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
- If your child needs additional support, the Inclusion Department fosters a caring environment at break and lunchtime in Room 46. It provides a safe area where your child can meet other students. They are able to socialise, watch a film or listen to music under the friendly eye of Ms Lisa Reader.
- Within our student services area 'The Hive' we have a student support and welfare worker, who students can go to if they have a problem. She will also run one to one sessions with some students who may need some more intensive support.
- We have a well-equipped Medical Room and a team of First Aiders responsible for dealing with students with medical issues.
- We have a weekly drop-in with a Mental Health Worker.
- We utilise the services of YMCA to provide weekly counselling for identified individuals.
- Some students may require additional support to ensure that emotional, social and mental health is appropriately developed and nurtured. These needs can be shown in different ways such as anxiety, behavioural difficulties or being uncommunicative. With your permission, we may access further specialist support through the EHA (Early Help Assessment) process.
- Students with SEND can be very successful at our College and have equal opportunity to:
 - o hold posts of responsibility,
 - o achieve awards at the end of term in our prize-giving presentation
 - o form part of a student-focus group in the interviewing process of the recruitment of new members of staff.
- Being in Vertical Tutor Groups can support integration and it is common practice that Year 11 tutees become a 'buddy' to a Year 7.

What Specialist Services and Experts are available at the College?

For most specialist services an EHA (Early Help Assessment) application will need to be completed before accessing a service. This can be done with the SENCO or Assistant-Principal. The types of services include:

- Community Paediatrician
- Educational Psychologist
- Hearing Impaired – Specialist Teacher
- Visually Impaired - Specialist Teacher
- Speech and Language Therapist
- Occupational Therapist
- School nurse services
- YMCA
- Child and adolescent mental health services

What Training do staff who support SEND receive?

- All staff share responsibility for students with educational needs. It is the SENCO's role to support subject teachers and alongside them assess, plan, monitor and review progress of students with SEND.
- Training and support is provided for all Teachers and Teaching Assistants to ensure good quality differentiated classroom practice.
- Training and support is provided for all Teachers and Teaching Assistants that is specific to the individual needs of students, for example: epi-pen training or Child Protection.
- Individual Teachers and Teaching Assistants attend a wide range of internal and external training that ensure all staff have a wide knowledge and experience base

How Accessible is the School Environment for students with SEND?

Our College is fully compliant with the Equality Act (2010) requirements.

- Adjustable tables and specialist seating is available if required
- There is a lift to the upper floor
- There are toilet facilities with disabled access in the College
- There is an accessible workspace and sink in the Food Technology Department
- Yellow stripes are on all staircases throughout the College and posts in the outside areas have yellow markings to ease access for visually impaired students
- Room 46, in the Inclusion Department, provides a safe, caring and sociable environment for students with SEND at break and lunch
- Extra-curricular activities and trips are accessible for students with SEND and Risk Assessments are carried out to ensure that Health and Safety Requirements are fully met.

How will I know the College will support my child and how are College resources allocated and matched to students with SEND?

- Students with and an Educational Health Care Plan (EHCP) have clear guidelines of support, they will receive outcomes which will help them progress long term.

- Deployment of resources for SEND is made in consultation with parents/carers/ the Principal/ Assistant-Principal / College Governors and the SENCO on the basis of needs in the College.

How are parents involved in the College?

- Parent Association
- Parent Governor
- Parents' Evening
- Parent information evenings
- Performances
- Open days
- Option choices

How will the College prepare my child for Transition from Primary to College?

Ms Rebecca Hields is our Primary Transition Co-ordinator and Assistant Principal; she organises a comprehensive package from Primary to our College and ensures students and parents/carers are fully supported

Sue Murphy, the SENCO, is also involved and visits the feeder primary schools. Her role is concerned with gathering information on students with SEND.

The Transition process includes:

- Meeting primary school Heads/teachers/ TAs
- Visits to feeder primary and local out of catchment schools to meet the student
- Taster/Induction days at the College
- Extra transition visits with TA support
- Pastoral support

We have an Induction programme in place for welcoming new learners during the course of an academic year. This involves an Induction day for all young people and additional days, as required, for the young people to become comfortable with their new school.

We have very good relationships with any feeder settings as well as settings our young people move onto.

How will the College prepare my child for Transition to post-16 provision?

Ms Hields also runs the post 16 transition programme

- Taster days in Sixth Form in Year 10
- Sixth Form Evenings
- Open Day at Sixth Form
- UCAS progress website used for applications and can be accessed at home
- Career advice and resources can be found in 'The Hive'
- The inclusion Department liaise with Sixth Forms as required.
- For some students we run targeted trips to sixth form providers

-

Who can I contact for further information?

- Heather Edwards - Assistant-Principal hedwards@bassingbournvc.org
- Susan Murphy – SENCO smurphy@bassingbournvc.org
- Principal
- Assistant Principals
- Lower/Upper Heads of year
- Student Support Coordinator – Theresa Turner
- Tutor/Mentors
- Subject Specialist teachers
- Local Authority
- Local authority local offer www.cambridgeshire.gov.uk/SEND

Appendix 2

SEND referral form for staff

| | |
|-----------------|-----------------|
| Student: | Subject: |
|-----------------|-----------------|

| TIME | Yes | No | Evidence attached Y/N |
|--|------------|-----------|----------------------------------|
| Always finishes tasks after others | | | |
| Needs extra time for assignments | | | |
| Needs time to formulate an answer to a verbal question (slow responding) | | | |
| Needs careful explanations in straightforward language of tasks | | | |

| READING | Yes | No | Evidence attached Y/N |
|--|------------|-----------|----------------------------------|
| Needs support with reading in class | | | |
| Avoids reading out loud | | | |
| Has problem following written instructions | | | |
| Finds it difficult to quickly get the idea of what s/he has read | | | |
| Finds it hard to remember what s/he has read | | | |

| WRITTEN WORK | Yes | No | Evidence attached Y/N |
|--|------------|-----------|----------------------------------|
| Handwriting difficult to read | | | |
| Has difficulty copying from the board | | | |
| Finds taking notes hard | | | |
| Works on laptop/computer rather than writing | | | |
| Needs support with planning written work | | | |
| Can explain verbally without problems but struggles to write anything down | | | |
| Needs support with spelling | | | |
| Grammar and punctuation insecure | | | |

| MEMORY & CONCENTRATION | Yes | No | Evidence attached Y/N |
|---|------------|-----------|----------------------------------|
| Has difficulty following oral instructions | | | |
| Has difficulty concentrating for long periods | | | |
| Has difficulty remembering messages, appointments | | | |

| | | | |
|---|--|--|--|
| Needs to have instructions repeated | | | |
| Needs to have instructions written down | | | |

| PRACTICAL TASKS | Yes | No | Evidence attached Y/N |
|---|------------|-----------|----------------------------------|
| Good with practical tasks | | | |
| Prefers practical tasks to written ones | | | |
| Understanding better if able to consolidate learning through practical experience | | | |

| ORGANISATION | Yes | No | Evidence attached Y/N |
|--|------------|-----------|----------------------------------|
| Organisation skills are weak – loses things, forgets items s/he needs to bring | | | |
| Finds it hard to meet deadlines | | | |

| CURRENT SUPPORT IN CLASSROOM | Arrangements in place: | | | |
|--|-------------------------------|---|----------------------|---------------------|
| Does this students already have support in the class room and if so what. Is this support used? | Arrangement | ✓ | Used- Yes | Used- No |
| | Extra Time | | | |
| | Reader | | | |
| | Scribe | | | |
| | Prompter | | | |
| | Laptop | | | |
| | Other – please specify | | | |

Appendix 3

Bassingbourn Village College- Individual Health Care Plan

| | |
|--|--------------------------|
| Name of student | Date of Birth |
| Address | |
| Medical Condition | |
| Date | Review date |
| Clinic/hospital name and contact | GP Name and contact |
| Name of parent/contact 1 | Name of parent/contact 2 |
| Describe medical needs and give details of child's symptoms, triggers, sign, treatments etc | |
| | |
| Name of medication, dose, method of administration, when to be taken, side effects, who is it to be administered by, with or without supervision | |
| | |

| |
|---|
| |
| Daily care requirements |
| |
| Specific support needed for students educational needs e.g activities to be avoided |
| |
| Arrangements for school trips |
| |
| Describe what constitutes an emergency and the action to take if this occurs |
| |
| Action |
| |
| Who is responsible in an emergency |
| |
| Staff training needed |
| |

| |
|--------------------------------|
| Emergency medication |
| |
| School staff signature |
| Parent/Carer signature |
| Medical professional signature |
| Date of meeting |

**Appendix 4: INDIVIDUAL ALTERNATIVE EDUCATION PLAN (IAEP) AND REVIEW OF PLAN
2019 - 2020**

To be completed at a meeting with parents/carers and student when a student is placed on an Alternative Education Provision programme – added to the Schools AEP Register and a copy Sent to the Local Authority to be added onto the County AEP Register.

| Student Details | | | |
|--|---------|-------------|--|
| Name | | D.O.B | |
| Address: | | | |
| Name of Parent/Carer | | | |
| Parental responsibility (if not parent above): | | | |
| School: | | Year Group: | |
| Member of school staff overseeing this plan: | | | |
| Other Professionals involved: | | | |
| | | | |
| Current and previous status: (Please tick as appropriate) | Current | Previous | |
| EHA | | | |
| PSP | | | |
| LAC | | | |
| FSM | | | |
| CIN/CP | | | |
| | | | |
| Details of reason for AP Provision: | | | |
| | | | |
| Alternative Provision Details | | | |
| Total hours per week: | | | |
| If the total number of hours is less than 25 please state the barriers to full time: | | | |
| Outline the plan to build up to 25 hours with timescale: | | | |
| Total number of hours on school site in internal alternative provision: | | | |
| Total number of hours off site in external alternative provision: | | | |

| | |
|--|--|
| Details of External Provider: | |
| Quality assurance details undertaken by the school: | |
| Has this Provider been quality assured by the Local Authority: | Yes No (Please circle) If yes, what stage of quality assurance has been undertaken? Stage 1 Stage 2 Stage 3 Stage 4 (Please circle.) |

| | | | |
|--|-----------------------------|-----------------------------|-------------------|
| Desired outcomes for this plan: (Please circle) | | | |
| Reduced risk of exclusion | Increased attendance | Reintegration to mainstream | Improved learning |
| Reduced risk of becoming NEET | Improved outcomes | Others - | |

| | | | | | |
|----------------------|--------|---------|-----------|----------|--------|
| Timetable | | | | | |
| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
| Location and subject | | | | | |
| Morning | | | | | |
| Afternoon | | | | | |
| After school | | | | | |

| | | | | |
|------------------------|-------------------------------|---------------|-----------------|----------------------------------|
| Subject Details | | | | |
| Subject | Qualification working towards | Current level | Predicted grade | Provider (School or AP Provider) |
| English | | | | |
| Maths | | | | |
| Science | | | | |
| Other subjects | | | | |

| Support Required: | |
|---|--|
| Who will provide pastoral support from school? | |
| Who will provide pastoral support from provider? | |
| Who will be the main contact in school for the provider and parents/carer? | |
| Who will be the main contact from the provider for school and parents/carer? | |
| Additional support required? | |
| Transport Arrangements: | |
| Arrangements for FSM (if student is eligible) | |
| <p>If the student is in Y11 s/he may benefit from additional support from the District Team's SEND Transitions Adviser, who with specialist career knowledge, can assist with Post-16 EET plans for next year</p> <p>If you would like to be considered for this support, please tick this box and ensure that a copy of the IAEP is sent to the relevant District Early Help Team</p> | |
| <input checked="" type="checkbox"/> | |
| Review of plan details | |
| Estimated duration of plan? | |
| Review date of plan – (date to be set at this initial meeting and should be no longer than six weeks' time.) | |
| Outline the plans for recording and feeding back daily attendance? | |
| Outline the plan for providing feedback regarding behaviour, progress, achievements etc (To be provided weekly, by written report, verbally, at the review meeting?) | |
| Who should attend the review meeting? | |
| <p>This IAEP has been drawn up to define the Alternative Education programme agreed at a meeting attended by the parent/carer, the student, the designated representative of the school and where appropriate, the Provider. A copy of the plan has been provided for the parent/carer and a copy will be retained to inform IAEP review and quality assurance processes.</p> <p>Details of the updated IAEP will be recorded on the schools and the Local Authorities County AEP Register.</p> | |

As part of this agreed plan your son/daughter may be accessing a part-time provision to ensure that they are receiving education and are able to study for appropriate qualifications.

May I take this opportunity to remind you that during the school day, if a student is not at (agreed provision)....., parents /carers must ensure their child is not present in a public place during school hours without reasonable justification.

By agreeing to this education plan you are taking responsibility for the safeguarding of your son/daughter should there be periods of time where they are expected to be at home.

Students/Parents Carers views/comments

Students views/comments on the proposed IAEP:
(To be reviewed at the next meeting)

| |
|--|
| |
|--|

Parents/Carers views/comments on the proposed IAEP:
(To be reviewed at the next meeting)

| |
|--|
| |
|--|

Students signature:
Copy of this plan provided

| |
|--|
| |
|--|

Date:

| |
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| |
|--|

Parent/Carers signature:
Copy of this plan provided

| |
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| |
|--|

Date:

| |
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| |
|--|

Signature on behalf of the school:

| |
|--|
| |
|--|

Date:

| |
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| |
|--|

Signature of Provider if present:

| |
|--|
| |
|--|

Date:

| |
|--|
| |
|--|

REVIEW OF IAEP PLAN 2019 - 2020

| | | | |
|--|--|-------------|--|
| Name of Student: | | DOB: | |
| Date of IAEP Review: | | | |
| Address: | | | |
| Name of Parent/Carer | | | |
| Parental responsibility (if not parent above): | | | |
| School: | | Year Group: | |
| Member of school staff overseeing this review : | | | |
| Other Professionals involved: | | | |
| Students views/comments on current provision: | | | |
| Parent/Carers views/comments on current provision: | | | |
| Schools views/comments on current provision: | | | |
| Providers vies/comments on currents provision: | | | |
| Review of Alternative Provision Details | | | |
| Total hours per week: | | | |
| If the total number of hours is less than 25 please state the barriers to full time: | | | |
| Review the plan to build up to 25 hours with timescale: | | | |
| Total number of hours on school site in internal alternative provision: | | | |
| Total number of hours off site in external alternative provision: | | | |
| Details of External Provider: | | | |
| Plan and timescales to return to mainstream provision: | | | |
| | | | |

| Report on subject progress | |
|------------------------------------|--|
| Maths | |
| English | |
| Science | |
| Other subjects | |
| Report on attendance | |
| Behaviour and attitude to learning | |
| Pastoral support | |
| Areas of concern | |
| Other areas to discuss | |
| | |

| Details of any changes to be made to original provision/timetable | | | | | |
|---|--------|---------|-----------|----------|--------|
| Timetable | | | | | |
| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
| Location and subject | | | | | |
| Morning | | | | | |
| Afternoon | | | | | |
| After school | | | | | |
| Students views/comments on the reviewed IAEP: | | | | | |
| Parents/Carers views/comments on the reviewed IAEP: | | | | | |
| | | | | | |
| Date of agreed next review of IAEP: | | | | | |
| | | | | | |
| Students signature: Copy of this review plan provided | | | Date: | | |
| Parent/Carers signature: Copy of this review plan provided | | | Date: | | |
| Signature on behalf of the school: | | | Date: | | |
| Signature of Provider if present: | | | Date: | | |

Appendix 5: Long term medication consent form

Parental/carer agreement for Bassingbourn Village College to administer medication

| | |
|---|--------------|
| Name of student: | |
| Date of Birth: | Male/Female: |
| Tutor group: | |
| Medical condition or illness: | |
| Symptoms: | |
| Medication, dosage and strength: | |
| Method of administration e.g. by mouth: | |
| Any precautions or side effects: | |
| Any other relevant information: | |

Please ensure all medication is in date, in original packaging, clearly labelled with name of student, instructions and expiry date.

Emergency Contact details for two people:

| | |
|-----------------------------|-----------------|
| Name: | Name: |
| Relationship: | Relationship: |
| Contact number: | Contact number: |
| Mobile number: | Mobile number: |
| GP/Doctors name and number: | |

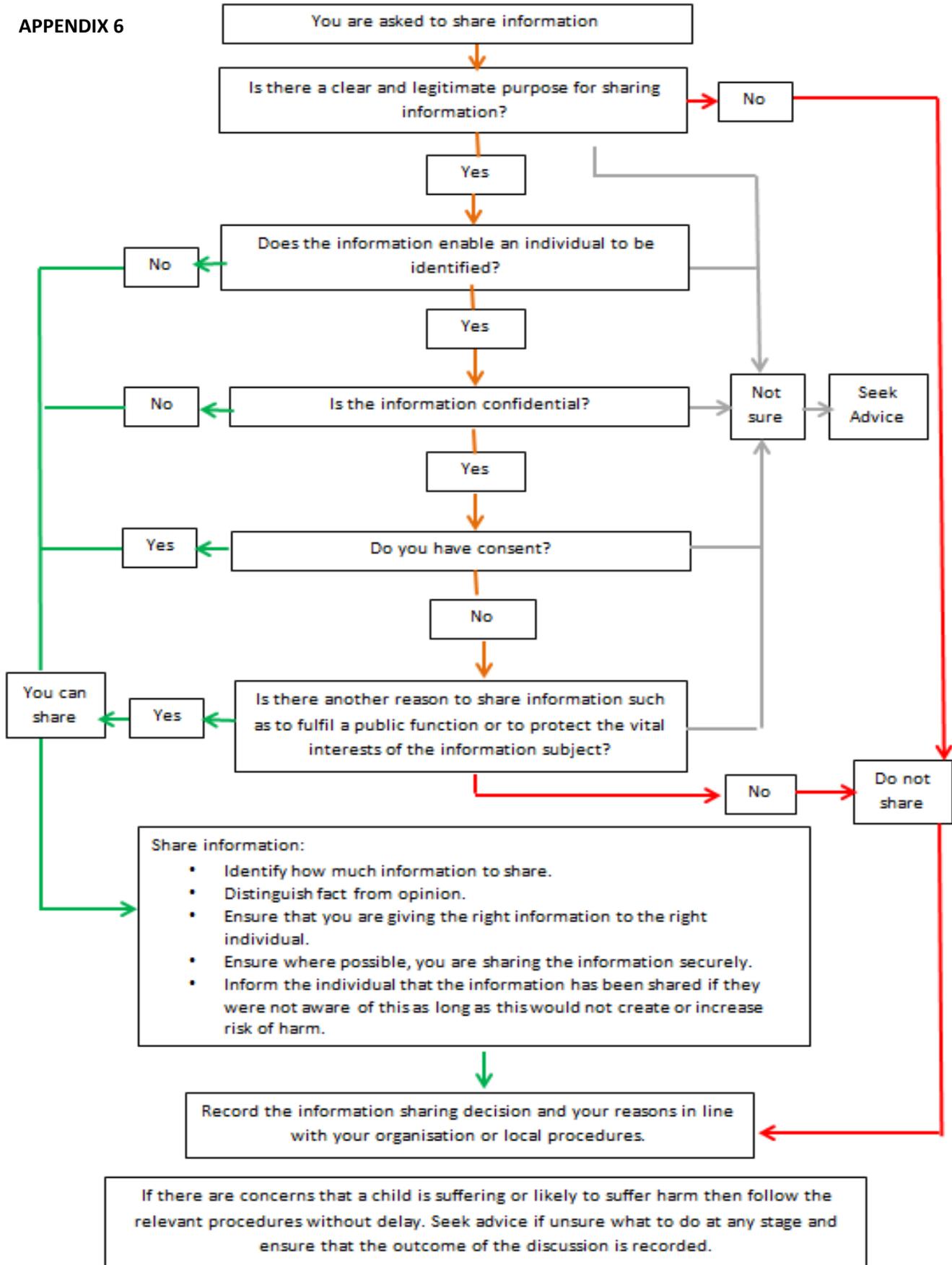
I understand that I must deliver the medication to the main reception office for safe keeping. The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to the school staff to administer the medication detailed above. I will inform the school immediately if there is any change in the above information. I agree to collect any out of date medication and replace if necessary with in-date medication.

Parent/carer's signature:

Print name:

Date:

APPENDIX 6



APPENDIX 7 - External support for parents and carers

SEND:

<https://www.family-action.org.uk/what-we-do/children-families/send/send-info/> - Useful national information on key SEND topics for families

<https://www.familylives.org.uk/> - **Family Lives is a charity with over three decades of experience helping parents to deal with the changes that are a constant part of family life.**

Get advice and support whenever you need it online or by phoning the helpline 0808 800 2222

<https://www.pinpoint-cambs.org.uk/> - *Helping Cambridgeshire parents who have children with additional needs and disabilities. Pinpoint Cambridgeshire is run for parents – by parents.*

<https://www.autism-anglia.org.uk/> - Autism Anglia is an organisation and registered charity that provides services to those affected by autism in Essex, Suffolk, Norfolk and Cambridge

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass> - The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs

Mental Health:

<https://mindedforfamilies.org.uk/young-people/>

<https://www.samaritans.org/> - Whatever you're going through, a Samaritan will face it with you. We're here 24 hours a day, 365 days a year. Call 116 123 for free or visit their website.

<https://mindedforfamilies.org.uk/young-people/> - Safe and reliable advice about young people's mental health, created by experts and parents together

General parenting:

<https://youngminds.org.uk/find-help/for-parents/parents-survival-guide/> - Parenting isn't always easy. Although it's often amazing and rewarding to watch your children grow, and to help them learn to be independent, it can also be really hard work.