

SEND Policy

Balance Alternative Provision is to support students who are disengaged with mainstream education who may be at risk of permanent exclusion who: are excluded from mainstream which was unsuccessful and so this provision is offered to redirect a focus in education.

Some students who attend Balance Alternative Provision have SEND needs as the main reason for their behavioural, social and emotional difficulties where the underlying cause has yet to be identified. Balance Alternative Provision is an inclusive provision where diversity is celebrated.

Our SEND policy intent:

- To ensure quality first teaching where students are supported in lessons but also challenged and stretched when applicable.
- To make reasonable adjustments for those with a disability by increasing access to the curriculum, the environment and to printed information for all
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum,
- To listen to the views of parents/carers’ and students’ in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all the activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Definition

A pupil has SEN 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 the majority of 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.

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in education.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching 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 at a host school to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN Provision

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess Data on the pupil held by Derby Pride Academy will be collated by the class/subject teacher/SENCO in order to make an accurate assessment of the pupils' needs. This data may include:

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

- Plan** If the academy decides to provide the pupil with SEN support parents/carers will be notified. All staff involved with the pupil will be informed. Appropriate interventions will be identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
- Do** Interventions/support will be delivered.
- Review** The effectiveness of the intervention/support will be reviewed regularly to assess the impact on the pupil's progress.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. The teachers and Behaviour Learning Practitioners have the highest possible expectations for your child and all pupils in their group.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. All pupils on the register have a pupil passport to inform all subject teachers of the specific learning challenges so that they can differentiate and personalise their work accordingly.

We will also provide the following interventions:

- Teachers adapt planning to support the needs of pupils with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEN&D to access the curriculum.
- Teachers and the Behaviour Learning Practitioners in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn.

Adaptations to the curriculum and learning environment

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- The temperature of the classroom
- Using enlarged resources
- Use of ICT
- Use of colour overlays
- Having someone scribe your work

Last Updated: September 2024
Next Reviewed: September 2025



Expertise and training of staff

There is a trained safeguarding officer on sites to ensure that pupils are effectively protected from harm. The safeguarding officer ensures all other staff are aware of their duty of care to keep children safe.