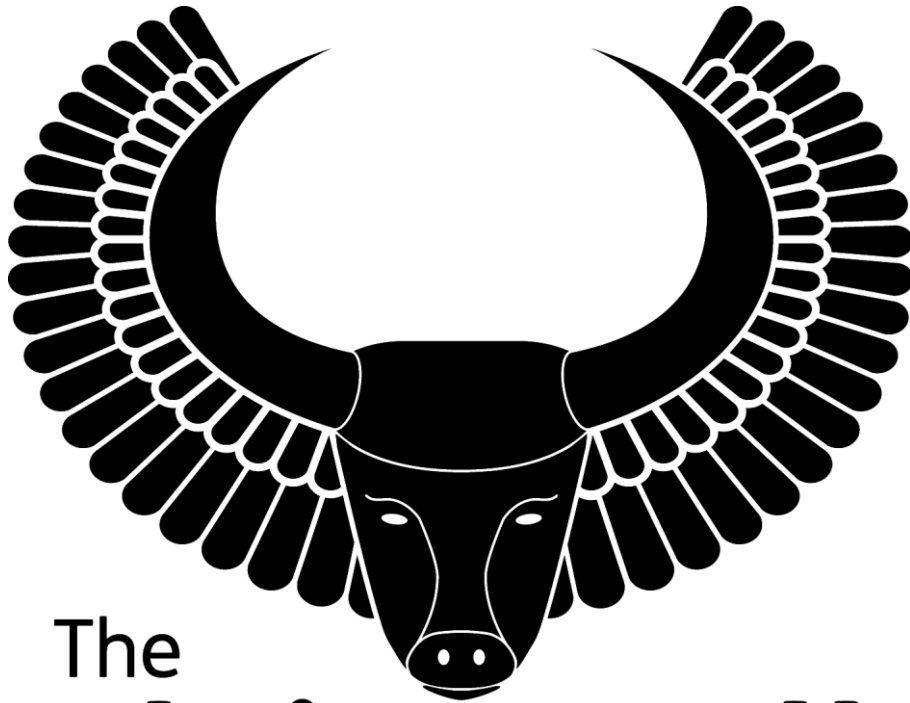


The Flying Bull Academy



The
Flying Bull
Academy

Inclusion and SEND Policy

2025-2026

Revised by School	Summer 2025
Responsible Person	Holly Hanson SENDCo
Responsible Committee	Full Governing Body
Ratified by GB	May 2025
Next Review	Summer 2026



THE FLYING BULL ACADEMY

A distinctive vision

Everyone in our school community deserves to be cared for unconditionally and valued equally as a unique person. In our learning, in our work, in our relationships and in the ways in which we organise our community we are committed to aiming for success in everything we do.

An ethos of local partnership

The Flying Bull Academy and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents/carers and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

Inclusion and SEND Policy

The Flying Bull Academy

At The Flying Bull Academy (FBA) we work hard to help remove barriers to learning. The Flying Bull Academy aims to enable all children the opportunity to achieve their best academically, emotionally and socially. The Flying Bull Academy is committed to inclusion and recognises all of its pupils as equal individuals. Part of the academy's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

Our Academy has a Senior Leader for Inclusion who is the lead for the management of provision and/or support for identified pupils with SEND (Special Educational Needs and Disabilities). They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

This policy should be read in conjunction with the Academy's SEND information Report (School based local offer) which is published on the website.

A. Inclusion

Inclusion is a process that entitles all learners to:

- a broad, balanced, inspiring and relevant curriculum
- a stimulating environment that maximises learning opportunities

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation' Index for Inclusion – Booth and Ainscow 2000

Successful inclusion should result in every pupil feeling safe, confident and happy at school.

Successful inclusive provision is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; young carers; are in families under stress
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of KS1 pupils, for

whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Flying Bull, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

B. Equal Opportunities

FBA is a Learning Community where we grow together. Equality of treatment and opportunity operate regardless of background, ability, gender, sexual orientation, religion, disability or ethnicity.

C. Definition of Special Educational Needs and Disability (SEND)

The school has regard for the definition of SEND as stated in the 'SEND Code of Practice: 0 to 25' (2014, p15-16, section xiii):

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. '

This special provision is 'additional to' or 'different from' that which is available to all children.

'A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution...' (SEND CoP, 2014, paragraph xvi)

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xvi. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).' (SEND CoP, 2014, p15-16).

Children finding access to the curriculum difficult, solely because of a difference of language between home and school are not considered as having learning difficulties. However, these children are closely monitored and support given where needed.

Disability:

The 'SEND Code of Practice: 0 to 25' (2014, p16, section xviii) states:

'Many children and young people may have a disability under the Equality Act of 2010- that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day tasks' ...This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions'.

A child or young person with such, above mentioned, conditions may not necessarily have SEN but if the nature of their disability requires them to have special educational provision, i.e- visual aids or specialist equipment, they will also be covered by the definition of SEN.

D. The Aims of our SEND policy

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against children with SEND.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, Senior Leader for Inclusion and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision for those recorded as having SEN (SEN Support).
6. To ensure that pupils with SEN are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To enable children to move on from us equipped to meet the demands of secondary school life and learning.
10. To involve the children themselves in planning and in any decision making that affects them.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Thus, developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

E. Promoting and Supporting Inclusion

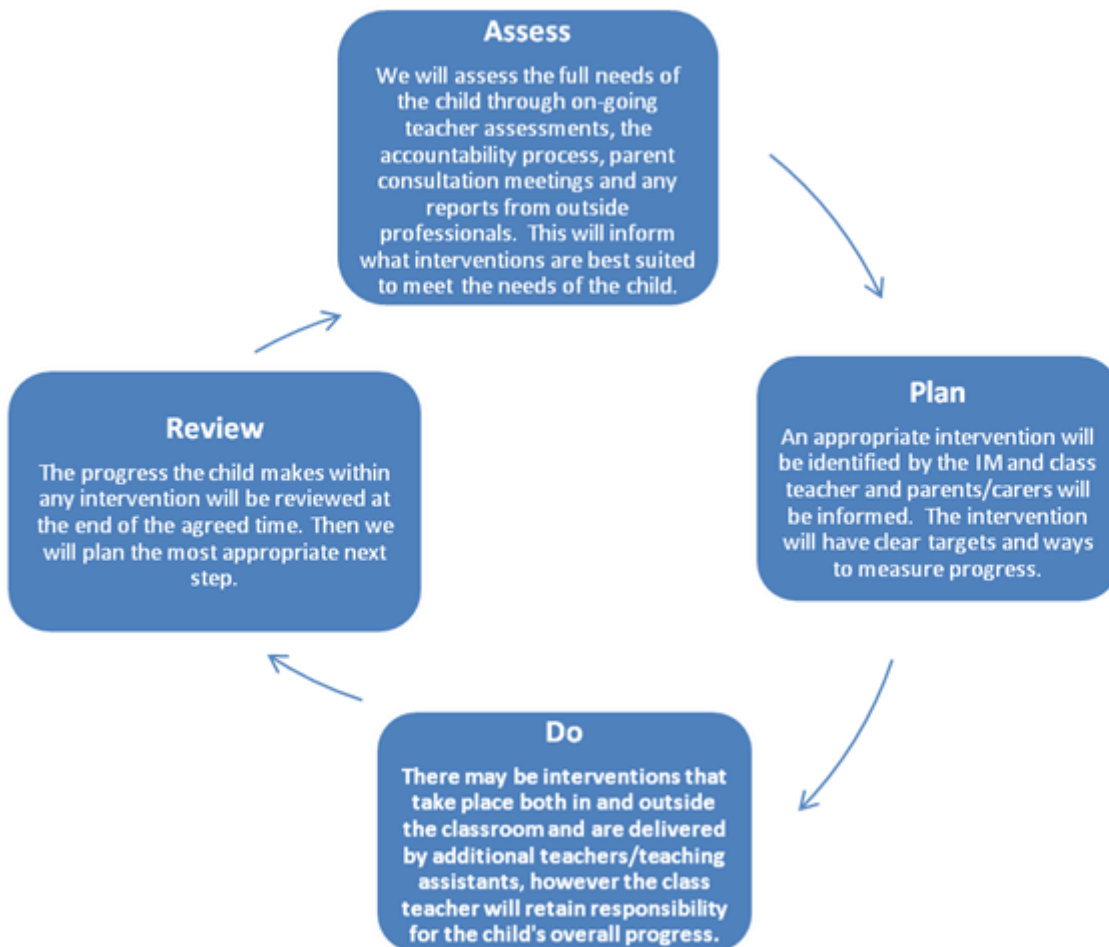
It is the responsibility of the Head Teacher, Senior Leaders and the Governing Body to ensure that Flying Bull is an inclusive academy.

We aim to promote inclusion through all of our policies, systems and practices.

F. Identification of Special Educational Needs or Disabilities.

- Identification of SEND may have occurred prior to a pupil's enrolment at the academy. If this is the case then the academy will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at The Flying Bull Academy.
- When a concern is evident the class teacher will assess the needs. Once this has been done the teacher will use strategies to develop an Individual Learning Plan and personalise teaching to meet the needs of the pupil.
- This will be discussed with the Senior Leader for Inclusion then or at the next Pupil Progress meeting, if it is held within a two-week period.
- Where appropriate outside agencies will be involved and progress will be monitored.
- There are four broad areas that give an overview of the difficulties a pupil may have. However, it is important to note that a pupil's needs may cross one or more of the following:
 1. Communication and interaction
 2. Cognition and learning

3. Social, emotional and mental health difficulties
 4. Sensory and/or physical needs
- The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)



Arrangements for Coordinating SEN provision

1. The Senior Leader for Inclusion will meet with each year group team at least three times per year to discuss additional needs concerns raised in the Pupil Progress Meeting.
2. At other times the Senior Leader for Inclusion will be alerted to newly arising concerns through discussions with teaching staff through a '*cause for concern form*'.
3. Where necessary, reviews will be held more frequently than once a term for some children.
4. Targets arising from Pupil Progress meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. adaptations and varied teaching styles.
5. The Senior Leader for Inclusion monitors planning for SEN and supports year group teams with curriculum planning.
6. The Senior Leader for Inclusion, together with other members of the Senior Leadership Team, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation and the year group Teaching and learning reviews.
7. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the Senior Leader for Inclusion and trained teaching assistants.
8. This is funded from the school's annual budget. The support is reviewed annually in line with pupil needs, educational initiatives and the budget. Additional support is funded through individual allocations from the L.A. if the child has an Education, Health and Care Plan (EHCP) and their needs exceed the cost of £6000 of ordinarily available provision.

9. Support staff, class teachers, Senior Leader for Inclusion and outside agencies liaise and share developments in order to inform reviews and forward planning.

G. The kinds of interventions within this 'graduated response' are as follows:

a) Universal – All pupils will benefit from:

- High quality learning through the provision of high-quality teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

b) Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention. This could be in class or supported by the inclusion team.
- Interventions, where progress is monitored by class teacher, adult leading the intervention and Senior Leader for Inclusion.
- If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

c) Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

H. Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at Flying Bull, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- Academy's commissioned Speech and Language Therapist (SaLT)
- Academy's commissioned Educational Psychologist (EP)
- Academy's commissioned Multi Agency Behaviour Support Service (MABSS)
- The NHS Speech and Language Therapy Service to Schools (SALTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- Physiotherapy Team
- Portsmouth Outreach support
- The School Nursing Service
- CaMHS (Child and Adolescent Mental Health Service)
- Neurodiversity Team
- Sensory Impairment Team
- STOP domestic abuse
- Early Help (part of Social Care)
- MHST (Mental Health Support Team)

I. Before making a referral

- Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may

be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.

- The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

J. Allocation of resources to and amongst pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

K. Monitoring and Review

The school's tracking system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against The Essentials curriculum and milestones
- National curriculum standards for the end of a key stage
- Progress measured against PKS (Pre-Key Stage) level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP of SEN
- Assessments by specialist services
- Another school or LA which has identified or provided for additional needs
- Views of parents/carers

In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make a request for statutory assessment for an Education, Health and Care Plan.

Parents/carers and the child (as appropriate) are invited to meet with the Senior Leader for Inclusion or class teacher to discuss their child's progress and the support which they receive.

The Senior Leader for Inclusion takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.

The majority of SEND children will have their needs met through mainstream provision, however, parents are entitled to ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce an EHCP. The school may also make the decision to discuss the possibility of an ECHP.

L. Personalising the Curriculum

- School Leaders at all levels; including Governors, Head Teacher and Deputy, Senior Leader for Inclusion and Subject Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the Academy.
- The Academy currently uses the National Curriculum (2014), Foundation Stage Profile, Local Authority Religious Education Scheme of Work.
- Individual class teachers plan appropriate, differentiated activities for all pupils.
- School Leaders also ensure that the principles of inclusion are applied to all activities which pupils engage in at School or on Educational Visits.

- All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos.

M. Senior Leader for Inclusion role is responsible for:

- Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class
- Liaising with members of the academy team to ensure provision is appropriate to need.
- Monitoring interventions and support their delivery
- Monitoring SEN Support Plans, Individual Learning Plans and Group Education Plans and contributing to evaluations and the development of new ones
- Sharing good practice and expertise amongst other staff
- Liaising with parents where required

N. Learning and Pastoral Support (LaPS) Team

Within The Flying Bull Academy, there is a Learning and Pastoral Support Team (LaPS). This is made up of a LaPS Lead (team leader) Mrs Berni Davies, and two other Learning Mentors.

Team Leader & Learning Mentor: Mrs Berni Davies

Learning Mentors: Mr Dan Povey | Mr Ben Dale

Learning Mentors are here to support the children in overcoming any difficulties that are getting in the way or hindering their learning, whatever the barrier may be. The support each child gets will depend on their individual needs.

- Children referred to the Learning Mentors may have difficulties with: feelings, making friends, social skills, behaviour or home issues
- Children may come out of class to work 1:1 or in a small group with the Learning Mentors or they may have in class support depending upon their individual target.
- There is very good communication with all staff in the academy, parents, carers, pupils and outside agencies including: Social Care and the Police
- As part of their role Learning Mentors may signpost to other relevant services
- Supporting parents to gain access to learning
- Help parents to access areas of health needs

Our LaPS team are here to support parents with any difficulties that they are experiencing in a friendly and non-judgemental way.

- Supporting parents with behaviour management and implementing boundaries and routines
- Helping parents seek out resources and activities in the area
- Budgeting, finances, attendance and menu planning
- Signposting to Triple P parenting courses, in either a group or on a one to one basis

We also have two members of staff who are trained ELSAs. (Emotional Literacy Support Assistant).

O. Finance

Our SEN Budget is used to provide:

- Additional support services within school

- Commission external services
- Additional teaching resources (including adults)
- Training to support identified needs

A full list of our external partners who we work with can be found on our School information report. We commission other services using an outcomes-based approach. This ensures accountability for all.

We believe this benefits our children and their families by improving:

- The level of support for those pupils who require it
- Staff knowledge and expertise
- The confidence and self esteem of many of our children

P. English as an Additional Language

1. Definition and Rationale

- The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is a language other than English.
- Newly arrived children refer to children who have arrived new to the country; these children may also be EAL.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.

Therefore, our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

2. Identification and Assessment

- Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.
- This assessment will be done termly to record specific progress against EAL targets.
- Progress is monitored by the Senior Leader for Inclusion and EAL Coordinator.
- Miss Amy Hughes is our named coordinator for children who are EAL. If it is appropriate she will coordinate the referrals for bi-lingual support.

Q. Higher attaining pupils

1. Definitions of higher attaining pupils

'Higher attaining' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

2. Identification

i. We use a range of strategies to identify higher attaining pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers.

ii. Data taken into account will include:

- Information from the accountability process
- Information from parents and carers
- Information from previous teachers or pre-school records
- Discussions with pupils

- Identification by staff using professional judgements, classwork and test and assessment results.

R. Consultation with Parents

Consultation with parents takes place on a regular basis during parent open evenings and on an individual/group basis.

As an academy we operate an open-door policy, so parents are welcomed to discuss any concerns regarding their child at any time.

S. Complaints

Regular communication between home and school will ensure that concerns are promptly acted upon. Where this has not happened, parents/carers may contact the Head teacher or Senior Leader for Inclusion in order to discuss and resolve the issue. If an issue remains unresolved, parents/carers will be signposted to the SEND Governor.

T. Monitoring and Review

The Head teacher and Senior Leader for Inclusion will monitor the effectiveness of this policy on a regular basis.

Information and support around SEND in Portsmouth can also be found on Portsmouth City Council's Local Offer website page <https://portsmouthlocaloffer.org>