

The Academy - SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for Academies DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Academy's SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at the Academy with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- This policy is available to be shared with all staff and parents of students with SEND which reflects the SEND Code of Practice 0 – 25 guidance.

SECTION 1

The SEND Department:

The Academy has a designated Special Educational Needs Co-ordinator (SENCO). The SENCO will develop resources and strategies to support students and staff.

The SENCO is supported by a Student Support Manager and a nominated Governor.

Staff in the SEND Department:

The Academy Beliefs and Values:

- The Academy aims to give every student the opportunity to develop their potential to the full. It recognises that all students have their own particular needs and seeks to ensure that each student is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.
- The Academy is committed to ensuring all students receive their full entitlement to a whole-Academy curriculum regardless of their needs or disabilities.
- The Academy and all staff believe that every teacher is a teacher of every child or young person, including those with SEND.
- The Academy ethos underpins all policies and procedures.

SECTION 2

The Academy SEND aims:

The Academy is committed to raising the aspirations of and expectations for all students with SEND. The Academy reviews the progress of all its students on a termly basis and it is our absolute priority to make certain that all students are achieving as well as they can at all stages of their education. If we are concerned that a student's progress could be improved by adding more intervention, then we will review all possible options available to us. Our focus is achieving the best possible outcomes for all students.

The Academy SEND Objectives:

1. To identify and provide for students who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a "whole student, whole Academy" approach to the management and provision of support for special educational needs.
4. To provide support and advice for all staff working with special educational needs students.

SECTION 3

Identifying Special Educational Needs:

There are four broad areas of need (SEND COP 2014) for which The Academy is responsible for planning provision:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

The purpose of the identification of a SEND is to establish what action the Academy needs to take to best support our students. The Academy identifies the needs of students by considering the needs of the whole student, not just the special educational needs.

The Academy is clear that only those students who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are not SEN include:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and Academies provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need, which the Academy will be able to recognise and identify clearly as we know the child/young person well and can respond to their needs.

At the Academy all teachers are responsible and accountable for the progress and development of all students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

The Academy carefully and regularly reviews the quality of teaching for all students, including those at risk of underachievement. Members of staff are formally observed throughout the year and where problems are identified robust support is immediately put in place. Work scrutinies and observations are regularly carried out as part of the Quality Assurance process which is led by middle leaders.

Academy is committed to making certain all teachers are including all students in all lessons and differentiating where appropriate and necessary. CPD training around differentiation for SEN will run in the academic year 2017-18 and SEN training has been offered to all staff and departments on an annual basis. All SEN training is focused around the needs of the students in the Academy setting.

SECTION 4

A Graduated Approach to SEN Support:

When the Academy decides to make special educational provision, this decision is made with the consideration of teaching staff, the SENCO, SEN Team and the pastoral team. All of the information gathered from within the

Academy about the student's progress, alongside national data and expectations of progress, is taken into consideration.

The Academy will seek the views and opinions of both the parents and students in making decisions about the SEN support put in place.

The Academy identifies and manages students with SEN status by the following process outlined below:

- Assess
- Plan
- Do
- Review

This process will take place three times a year in terms 2, 4 and 6.

Assess:

- Information collated from all teaching staff who teach students with SEN status
- Information collated from form tutors and pastoral team responsible for the students with SEN status
- Current rate of progress for all subjects acquired
- Information from parents of students with SEN status sought
- Information from students with SEN status sought – what is working well / what needs to be done differently
- Any outside specialist assessments requested where appropriate (i.e. Educational Psychology, CAMHS, Behaviour Support Service, Speech and Language)
- Current Provision Map for all students with SEN status reviewed – what has been tried already and what was the impact of this intervention?

Plan:

- Using the information acquired decisions are then made regarding whether the provision in place needs to be adapted to allow the student to make better progress / achieve their full potential
- Parents formally notified of SEN support to be provided. Parents and students consulted on any adjustments, interventions and support to be put in place
- All staff working with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies/approaches that are required
- Planning put in place at this stage will be until the next APDR cycle
- Planning is recorded formally on an APDR form
- Changes are reported on the SEN register and provision maps

Do:

- All of the planning is now in place and being actioned on a daily basis
- Teachers informed of updates / changes on the SEN register and provision map

Review:

- The effectiveness of the support and interventions and their impact on the student's progress is reviewed in line with the agreed date.
- The impact of the APDR process will be formally reviewed in terms 2, 4 and 6 but grades for all students with SEN status are reviewed informally by the SENCO on a termly basis.

Where the needs of a student are more complex and they require support from an external agency / provider the Academy will endeavour to obtain this support. The Academy will involve parents and students at all stages of the decision making process for external agency support. The affordability of this provision is monitored by the

SENCO; all provision for all SEN students is logged and costed on the SEN provision map which is updated after each APDR round.

SECTION 5

Criteria for exiting the SEN register:

APDR meetings are held in Terms 2, 3 and 4 where the provision in place for all SEN status students and EHCP students are assessed.

If students with SEN status no longer require additional specialist support to make the progress that the Academy expects of them they will be discussed at the next available meeting to determine whether they can come off the SEN register.

Students with EHCP will remain on the SEN register for as long as they have their EHCP. The decision to remove a student from the SEN register will be a joint one with the Academy, Educational Psychologist and parents and students concerned.

If a student is removed from the SEN register the provision map will reflect this change to allow the Academy the ability to accurately cost the amount of money spent on SEN provision within the Academy setting.

SECTION 6

Supporting Students and Families:

Parents can view all available additional support services offered by the Council on their web page from the Council LEA Local Offer.

The Academy will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the Academy capacity. Parents can contact the SEN team at any time to discuss concerns regarding their child, regardless of whether they have SEN status. The Academy is committed to supporting all parents and students with any SEN concerns.

If SEN students require access arrangements to allow them to access examinations and assessments, these arrangements are put in place by the examinations officer under the instruction and guidance of the SENCO. The Academy is bound by the rules and restrictions of the examinations board and specific criteria must be met to allow any access arrangements to be facilitated. If parents wish to discuss any exam access arrangements, they must speak to the SENCO in the first instance.

Information about SEN students is shared with all staff on the SEN register; updates to the SEN register are issued to all members of staff. If an SEN student transfers to a new Academy, the SEN team will contact the new Academy or education provider to share all appropriate information prior to transition.

The SEN and Pastoral Team have a very good transition phase in place for the transition to Year 7; this includes meetings with parents and students with SEN, Primary Academy SENCOs and Year 6 teachers and a phased induction if necessary in the Summer Term. The SENCO aims to attend Person Centred Reviews for Year 6 students who are due to join the Academy who have an EHCP.

SECTION 7

Supporting Students at Academy with Medical Conditions:

The Academy recognises that students at the Academy with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEN) and may have an EHCP which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students who have complex medical conditions are registered on the Academy's medical register.

SECTION 8

Monitoring and Evaluation of SEND:

The Academy regularly and carefully monitors and evaluates the quality of provision we offer all students. The Academy request parent feedback after every parents' evening.

The SEN Governor meets with the SENCO officially three times a year but informal contact is maintained throughout the course of the academic year.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

SECTION 9

Training and Resources:

SEN is funded through The Council and all mainstream academies are provided with resources to support those with additional needs, including students with SEN and disabilities. This funding is determined by a local funding formula, discussed with the local academy's forum, which is also applied to local academies.

The Academy has an amount identified within its overall budget called the notional SEN budget but this is not a ring-fenced amount and the Academy endeavours to provide high quality appropriate support for SEN students from the wider budget where appropriate and necessary.

Students with ECHP can have additional top-up funding provided to help meet their needs if The Council deem it appropriate. This is typically allocated where the needs of an individual student exceeds the nationally prescribed threshold (approximately £6,000).

The SEN training needs of all staff are arranged through the SENCO and the Assistant Principal who is responsible for CPD. Needs are identified through changes at National Level, updates required and responses to staff requests for specific areas of training.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students the SENCO, KS3 and KS4 support teachers run training for inclusion and differentiation for SEN throughout the year; all staff are invited to attend this training and all departments are required to be represented.

When specific training is needed to support the needs of an individual student, training is possible. The Academy involves the support of external providers to support training needs.

All new members of teaching staff and trainee teachers meet with the SENCO/Assistant SENCO as part of their induction; this is to allow the SENCO/Assistant SENCO opportunity to explain the systems and structures in place around the Academy's SEND provision and practice and to discuss the needs of individual students.

The Academy's SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND. The SENCO is part of a Secondary Academy SENCO network within the local area.

SECTION 10

Roles and Responsibilities:

The role of the SEN Governor is to meet with the SENCO on a regular basis and support the SENCO with their management of the SEN department. The SEN Governor is able to challenge the SENCO on statistics and the progress of SEN students and request to see any documentation the SEN Governor would like to see to support information given.

The SENCO is responsible for LAC students with support from the Designated Safeguarding Lead for Children and Families.

SECTION 11

Storing and Managing Information:

The Academy recognises the importance of appropriately managing and storing documentation associated with SEN. When receiving confidential documentation through the post, letters are forwarded to the SENCO for further action.

This documentation will then be stored in the students SEN file in a locked filing cabinet in a locked room. Documents are managed in accordance with the Data Protection policy.

SECTION 12:

Reviewing the Policy:

The SEN policy will be reviewed on an Annual basis given the climate of reform and extent of changes at a National Level.

SECTION 13

Accessibility:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the Academy curriculum;
- b) improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal daily activities. Normal daily activities are defined as those which are carried out by most people on a regular and frequent basis. The Categories include the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger
- All classrooms and specialist teaching areas are accessible to all students.
- Disabled Toilet provision throughout the Academy is adequate.
- Emergency evacuation routes have been identified and procedures implemented for all disabled students
- All disabled students are fully included in the Academy curriculum including teaching and learning, Academy trips and extra-curricular activities.
- Disabled students are issued with additional electronic equipment as required to encourage independence and allow them to fully access the curriculum.
- The SEN team have very positive relationships with the parents and carers of the disabled students in the Academy setting; parents and carers of these students can contact the SEN team directly by email or telephone.

SECTION 14

Dealing with Complaints:

If parents and carers have complaints about the SEN provision within the Academy they can address these directly with the SENCO or Vice Principal. The Academy is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times.

The Academy procedure for dealing with complaints can be obtained through HR.