

SPECIAL EDUCATION NEEDS AND DISABILITY POLICY (SEND)

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LEGISLATION	The Special Educational Needs and Disability Regulations 2014
FURTHER INFORMATION/ GUIDANCE	<ul style="list-style-type: none">• The 0-25 Special Educational Needs• Disability Code of Practice

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1. COMPLIANCE

This policy complies with the requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents.

The Equality Act (2010)

Children and Families Act (2014)

Special Educational Needs and Disability Regulations (2014)

Statutory Guidance on Supporting Students at school with Medical Conditions (2015) Schools SEND Information Report Regulations (2014)

2. VISION AND PRINCIPLES

- The Academy will ensure that it has in place effective policy and practice which will enable students with Special Educational Needs to reach their full potential, to be fully included in the school community and make successful transition to adulthood.
- At the Academy, all teachers are teachers of SEND.
- We believe that all children can be helped to overcome barriers to learning and experience success.

3. RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

The Senior Teacher responsible for the coordination of SEND provision:	[INSERT NAME].
The person responsible for overseeing the provision for children with SEND:	[INSERT NAME].
The person responsible for coordinating the day-to-day provision of education for students with SEND:	[INSERT NAME].

4. AIMS AND OBJECTIVES

We aim to provide every student with access to a broad and balanced education. In accordance with the Special Educational Needs Code of Practice, we will enable students to: achieve their best; become confident individuals and transfer to further education or training.

We aim to:

1. Promote high standards of education for children with SEND
2. Encourage children with SEND to participate fully in their school and community and be involved in the target setting process (making own decisions about their education).
3. Ensure that all children are given the opportunities to feel valued and to share in the recognition of their achievements.
4. Make early identification of SEN and address them appropriately.
5. Encourage respect for all children regardless of aptitude and ability.

6. To ensure parents are kept informed of and involved in the target setting, monitoring and review of their child's progress. This includes support in terms of understanding SEND procedures and support available and seeking parental views.
7. Work with outside agencies where necessary to ensure needs that cannot be met by the school alone are addressed.

5. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Definition of Special Educational Needs (SEN) taken from section 20 of Children and Families Act 2014;

'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 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 that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

6. ARRANGEMENTS FOR COORDINATING SEN PROVISION

The SENCO will hold details of all information, including provision maps and targets for students identified with SEND.

1. The following information is easily accessible to all staff:
2. A copy of the school's SEND policy and register.
3. Guidance on the identification of special educational needs.
4. Practical advice and teaching strategies for types of special educational needs.
5. Information and strategies for individual students.
6. Information available through the SEND Local Offer.

This information is made accessible to all staff in order to aid the effective coordination of the school's SEND provision. In this way, every member of staff will have complete and up-to-date information about all students with special educational needs and/or disabilities and their requirements which will enable them to provide for the individual needs of all.

7. IDENTIFICATION OF STUDENTS WITH SEND

The SEN Code of Practice (2014) outlines four broad categories of SEND need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical. We aim to identify difficulties as early as possible in order to make effective provision to improve the long-term outcomes for students. To ensure all needs are identified efficiently all staff are given the responsibility for monitoring students and reporting any difficulties without delay to the school's SENCO. Once a student has been identified, the school's SENCO will investigate further. If a student is considered to have special educational needs, parents will be informed and a graduated response of support put in place.

The SEN Code of Practice (2014) states that 'high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need education provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

To meet the needs of students identified as SEND the school adopts a graduated approach in accordance with the SEN Code of Practice (2014). Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where a child's needs make this difficult, the SENCO will work closely with parents and other professionals for other flexible arrangements to be made. An alternative curriculum may be necessary to meet the needs of some children with complex SEND needs.

8. THE GRADUATED RESPONSE

1. Step 1 will involve the class teacher taking steps to differentiate learning opportunities to aid the student's progression. Classroom teachers remain responsible and accountable for the progress of students with SEN. High quality differentiated teaching, supported by the SENCO where necessary, is the first step to responding to the needs of students with SEN.
2. The student will be closely monitored by the class teacher to assess their rate of progress and level of understanding.
3. If progress remains below expected levels, further discussions between the class
4. teacher and SENCO will determine whether further intervention is required.
5. If necessary, the student will be placed on the SEND register where they will also be monitored by the SENCO. Additional support will be put in place. This may be in the form of in class support, targeted teaching strategies, specific interventions or withdrawal sessions to close learning gaps. At this stage, parents will be informed and encouraged to share information and knowledge with the school.
6. Review meetings will take place to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual child's needs. The school adopts an access, plan, do, review approach – this is an ongoing cycle to enable the level of support to be refined and revised as required.

9. EVALUATING THE IMPACT OF PROVISION

Children identified as having SEND will be placed on a register. A profile of need will be created which will reflect the student's views. All students on the SEND register will be closely monitored by the SENCO and parents will be kept informed regularly. Any out of class interventions will be closely monitored by the SENCO – all other interventions will be monitored by the class teacher and the SENCO will be kept informed of progress. In order to make consistent continuous progress in relation to SEND provision the school encourages the views of staff, parents and students throughout the year.

Students and parents are encouraged to be involved with every aspect of the support process and their views and considerations will be taken into account. In line with the SEN Code of Practice (2014) parents will have the opportunity to meet with teachers and/or the SENCO at least termly. Additional contact can be arranged where necessary.

10. REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which can be initiated by the school or parents. This will occur where the complexity of need is such that a multi-agency approach to assessing and planning for the child is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources: parents, teachers, SENCO, social care and health professionals. If a student is eligible for an EHCP, clear outcomes will be outlined in the plan and effective provision to meet these will be put in place. The outcomes will be reviewed at least annually.

11. EXAMS ACCESS ARRANGEMENTS (EAA)

If we suspect that a student has a need, which is impacting on their ability to complete exams at the same speed as their peers or in line with predictions and expectations, we will refer to a specialist assessor in order to see if they qualify for EAA. The SENCO has a responsibility to ensure that all Joint Council of Qualifications (JCQ) regulations are met in full. This means that those that are entitled to support in examinations must receive it in all assessments. It must be their 'normal way of working'. It is also the SENCO's responsibility to ensure that teaching staff are evidencing this need in regular assessments. Teaching staff have received training on how to evidence this work. The SENCO will work with Heads of Faculty to monitor and facilitate this. All documentation will be stored securely.

12. WORKING IN PARTNERSHIP WITH PARENTS

The Academy believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification of SEND – leading to the correct intervention and provision.
- b) Continuing social and academic progress of children with SEND.
- c) Personal and academic targets are set and met effectively.

13. ADMISSION ARRANGEMENTS

The admission arrangements for all students are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

Students with SEND will be given extra transition visits prior to joining and parents are welcome to visit and discuss any individual needs and concerns in detail. All information from primary school will be passed to the school's SENCO in good time so that arrangements are put in place – this information will be shared with teaching staff at the beginning of the school year.

14. TRANSITION

Students who are identified by their primary schools as having special educational needs will be invited to an additional visit by the SENCO. This visit will be in a much smaller group with a member of the Learning Support Team. Students with complex needs may be offered a bespoke transition package. Where a bespoke transition is required, the SENCO will work closely with parents and the primary school to ensure that the student's needs are met.

15. TRAINING

We aim to keep all teaching and operational support staff up to date with relevant training and developments in relation to the needs of students with SEND. To meet the needs of staff, we have a SEND information which is updated annually, training sessions focused on meeting the needs of students with SEND and further training sessions as required. All teachers are required to outline how they will meet the needs of each student with SEND in their classes and this will be overseen by the SENCO.

16. LINKS TO SUPPORT SERVICES/OTHER AGENCIES

The Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCO is the designated person responsible for liaising with the following:

- The Education Psychology Service
- Specialist and Families Specialist Services (SFSS)
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

17. LINKS WITH OTHER SCHOOLS

The Academy is a member of The Redhill Academy Trust. This enables the schools to build a bank of joint resources and to share advice, training and expertise.

18. COMPLAINTS PROCEDURE

If a parent has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to meet with the school's SENCO.