



Special Educational Needs and Disability Policy

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1. Statement of Policy

- 1.1 The aim of the Academy is to meet the needs of all students within fully inclusive ethos and environment and, in doing so, to develop their individual potential. This policy is integral to the Academy development plan and reflects a whole Academy approach to improving provision for all students through effective personalisation of provision.
- 1.2 The Academy will have due regard for the DfE SEN Code of Practice (2014) when carrying out our duties towards all students with Special Educational Needs, and ensure that parent/carers are notified when SEN provision is being made for their child. It will review the policy in line with developments in national policy and local arrangements.

2. Aims

- 2.1 All children, including those with Special Educational Needs are entitled to expect an education which is challenging and appropriate. The intention of this policy is to raise aspirations and increase the challenge for all students in order to counteract disadvantage and prevent underachievement. There is a commitment to raise standards for all students by ensuring that students identified as having Special Educational Needs and Disabilities (SEND) enjoy a wide range of opportunities to use and develop their abilities and talents and are actively encouraged to have pride in their achievement.
- 2.2 This policy intends to set out ways of allowing access, progression and achievement for students identified as having SEND. We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

The Academy undertakes the following commitments:

- To ensure that all student have access to a broad and balanced curriculum
- To provide a differentiated curriculum pathway appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible in their Academy career
- To ensure that SEND students take as full a part as possible in all Academy activities
- To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision

3. Other Policies

3.1 This policy is to be read in conjunction with the:

- Admissions Policy
- Behaviour Management Policy
- Inclusion Guide Handbook
- SEN Information
- Single Equalities Scheme Policy

4. Definitions

4.1 A child has Special Education Needs if he/she has learning difficulties that call for special education provision to be made.

4.2 A child has learning difficulties if he/she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age at the Academy or other secondary schools

4.3 Special education provision means:

- for a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in academies of maintained schools, (other than special schools) in the area

5. Special Educational Needs

5.1 The SEN Code does not assume that there are hard and fast categories of special educational need, but recognises that a child's needs and requirements fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health Difficulties

5.2 The Academy SEND Provision map will identify pupils with Special Educational Needs and provide additional support in line with their

need.

Class and subject teachers, support by the Senior Leadership Team, make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCO, should assess whether the child has SEND.

The SENCO will gather evidence, including the views of the student and their parents, interventions designed to secure better progress, will be put in place where required. The student's response to such support can help identify their particular needs.

Statemented: these students have a moderate to severe physical, learning or behavioral need which has been identified through a statutory assessment. Their needs are outlined in an Individual Education Plan and hours of Learning Support Staff support statutorily assigned in order to support their needs. See appendices for guides on teaching and learning. These students will be transitioning to an Educational Health and Care Plan (EHCP) before March 2016. This will be led by the Local Authority.

6. Inclusion Register

- 6.1 All students with an identified SEND will appear on the SEND Provision Map which states a personal profile regarding the student, medical information, assessment information, relevant teaching strategies and interventions being provided.
- 6.2 All teaching and Learning Support Staff will have access to the SEND Provision Map and should ensure reference is made to it in planning

lessons and individual support for students.

7. Identification

7.1 The Academy will endeavour to use a range of resources during the identification process of student with Special Education Needs and Disabilities. These will include:

- Using an inclusive approach, reflecting the diversity of the Academy's population
- Using a range of qualitative and quantitative information
- Appreciation that SEND can emerge at any time and therefore having flexibility in updating the SEND Provision Map

7.2 Information to inform the SEND Provision Map can be gained from the following sources:

- KS2 SAT scores
- CAT scores
- Primary School recommendation
- Through a variety of teaching and learning approaches, providing clear opportunities for students to demonstrate their strengths
- Teacher referrals to the SENCO
- Statutory Assessment leading to Education Health and Care Plans (EHCP)
- Teacher assessments

8. Information for Parents/Carers and Students

8.1 Parents/carers of all students on the SEND Provision Map will be kept informed of what the Academy plans to provide as a consequence of identifying their child's needs, for Year 7 students this will take place no later than the end of October. For all other students, parents/carers will be informed about plans for provision no later than one month after the start of each academic year.

8.2 The information provided to parents/carers will be tailored to the different expectations of each year group and will, as a minimum, explain:

- how we will ensure effective teaching and learning in the classroom
- the way in which our curriculum offers choice and access to the full entitlement
- the opportunities which we will offer for learning beyond the classroom in terms of additional support/withdrawal and intervention groups

- plans for transition to Key Stage 4 and further education and training
- 8.3 If we decide that a learner will be no longer identified as being on the SEND Provision Map, we will communicate that fact in writing to the parents/carers.
- 8.4 Where a statement or an EHCP exists, parents/carers will be invited to formal review meetings and may request a meeting to discuss provision and progress with the SENCO at other times with the academic year.

9. Review of Identification Process

- 9.1 We recognise the complexity of accurately identifying SEND learners and so plan to keep our processes under review; ready to adjust the weighting we allocate to different criteria in the light of experience; ready to offer support for professional development as appropriate. While some identification (statement etc.) will have taken place prior to the students joining the Academy, it is important that baseline testing is conducted for all students in order to identify needs and ensure these are met in teaching and learning and other aspects of Academy life.
- 9.2 Early identification of students with SEND is a priority. The Academy will use appropriate screening and assessment tools and ascertain student progress through:
- Evidence obtained by teacher observation/assessment
 - Their performance in National Curriculum assessment judged against level descriptions
 - Student progress in relation to objectives in the National Literacy/Numeracy Strategies
 - Standardised screening or assessment tools
 - Screening/diagnostic tests
 - Reports or observations by Learning Support Staff
 - Records from Primary or other school transition or transfer
 - Information from parents/carers
 - National Curriculum results
 - External exam results
 - Student work scrutiny

9.3 On entry to the Academy each child's attainment will be assessed in order to ensure continuity of learning from Primary School, or transference from another Secondary School. For students with identified SEND the Head of School, SENCO, Literacy and Numeracy Coordinators and Pastoral colleagues will:

- use information from the primary school to shape the student's curriculum and pastoral provision in the first few months
- identify the student's skills and note areas that require support
- ensure on-going observations/assessments and provide regular feedback on achievements/experiences, in order to plan next steps in learning
- ensure student have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- involve students in planning/agreeing their own targets
- involve parents/carers in a joint home school learning approach
- invite students and their parents/carers to specific transition events and planning meetings to ensure a well informed and smooth transition to the Academy

9.4 Where teachers recognise unsatisfactory progress, the first response is high quality teaching and differentiation targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher will refer to the SENCO. The SENCO will gather evidence, including the views of the student and their parents, and suitable interventions or support will be provided additional to in class differentiation to secure better progress.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment for an EHCP. Parents/carers will be fully consulted at each stage.

The Academy also recognises that parents/carers have a right to request a Statutory Assessment (see Section 12).

10 Provision

10.1 Our first priority is to ensure that all learners, including those with SEND benefit from high quality classroom experiences that engage them actively in learning, challenge and excite them.

10.2 We recognise the central importance of providing the right curriculum opportunities for our students and will ensure that all our learners, including those with SEND, understand the different opportunities and challenges offered by the academic, the applied and the vocational pathways so that they can make informed choices. We will work with our 14 – 19 providers in order to maximise curriculum choice.

- 10.3 We will work with parents/carers to help them understand how we work with their children; to inform them about resources they might find useful in supporting their child's learning; to discuss specific barriers to learning and work together to tackle these.
- 10.4 We will work with local and regional partners to ensure that there are a range of support and diagnostic services available to students in order to identify and offer provision for their individual needs.
- 10.5 Current Academy provision for SEND includes:
- Full time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
 - Periods of withdrawal of intervention to work with a support teacher
 - In-class support with adult assistance
 - Attendance at a specialised unit within the Academy, part time
 - Support from specialists within class or as part of a withdrawal programme
 - Support from specialist's outreach services for specific additional needs

The Academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND students.

- 10.6 When it is considered necessary, colleagues from the following support services will be involved with SEND students:
- Educational Psychologists
 - Medical Officers
 - Speech and Language Therapists
 - Physiotherapists
 - Hearing Impairment Services
 - Visual Impairment Services
 - Student Referral Service (PRS)
 - Traveler Education
 - Northcote Outreach for ASD
 - Child and Adolescent Mental Health Service
 - Primary Mental Health Service
 - IPASS

- 10.7 In addition, important links are in place with the following organisations:
- The Local Authority (LA)

- Specialist Services
- The Business Community
- Educational Welfare Officer
- Social Services
- The School Nurse
- KIDS
- Home Tuition
- Other groups and organizations

11. Responsibilities

11.1 The Board of Directors responsibilities to student with SEND students:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting statemented students and students with an EHCP of their specific needs and requirements of support
- Ensuring that SEND students are fully involved in Academy activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policies
- Reporting annually to parents/carers on the Academy's SEN Policy including the allocation of resources from the Academy's devolved/delegated budget

11.2 The Senior Leadership Team (SLT): clearly articulating the link prioritising between SEND provision and whole Academy improvement; prioritising and resourcing professional development based on individual staff need.

11.3 The Assistant Vice Principal for Inclusion with SENCO is responsible for developing whole Academy self-evaluation and improving planning for SEND cohort students provision and outcomes; developing and disseminating effective classroom practice; providing formal, evidence based reports to directors. Ensuring reviews of statements occur in line with the Local Authority (LA) deadlines. Liaising with all stakeholders in order to prepare for, chair and report on the outcome of Annual Reviews. Tracking the progress of SEND students and reviewing the efficiency of support arrangements in the light of this.

The SENCO will work with the Head of School, Academy Vice Principal for Inclusion, SLT and Board of Directors to determine the strategic development of the SEND Policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Coordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Staff
- Overseeing students' records
- Liaising with the parents/carers
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, Careers Advisor, and other voluntary bodies
- Ensuring all staff are empowered to identify student needs and alert the SENCO where additional support may be required

11.4 The Classroom Teacher: ensures that all students with SEND are clearly identified in lesson planning and that planning take account of and highlighted specific strategies and activities to meet the needs of these students. Ensure that the SEND Provision Map is used to inform planning and provision. Ensure that they alert the SENCO if they suspect a student has additional needs not already identified by the SEND Provision Map.

11.5 Form Tutor: acts as an advocate for the individual student; directing the student towards the advice, guidance, support, opportunities which will help to develop skills, extend knowledge, open up future options; liaising with parents/carers; central to developing PLTs/social and emotional intelligence. Ensure participation in Tutor Time work and direct the Learning Support Staff where present. Ensure that they alert the SENCO if they suspect a student has additional needs, not already identified by the SEND Provision Map.

11.6 Curriculum Areas: every curriculum area has a role to play in ensuring staff can make an informed, professional contribution to the identification process; are developing quality first teaching; offer curriculum flexibility which open up options for learners. Develop differentiation and adaption within Schemes of Work in order to plan for the provision of SEND students. Develop provision for SEND students based on needs by ensuring representation and active engagement with Inclusion Meetings and strategies developed as outcomes of this group. To liaise with the SENCO when planning activities both on and off Academy site, this may require specific or additional support for SEND students.

12. Monitoring and Evaluation

12.1 Expectation is that all students should make at least 2 levels of progress per key stage. To ensure this progress is made the following monitoring and evaluation takes place:

- Progress of individual students is tracked and evaluated across time and across subjects through the formal progress cycle review process and analysis of end of key stage results
- Progress of SEND students is tracked and evaluated
- Lesson observations of tutorial programme, subject areas and intervention groups
- Analysis of quality and impact of intervention programmes
- Analysis of attendance and behaviour data

Monitoring and evaluation should demonstrate that intervention and support:

- Narrows the attainment gap between the student and their peers
- Prevents the attainment gap widening
- Equals or improves upon the student's progress rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

13. Resources

13.1 The Academy receives its funding for students with SEND from the Education Funding Agency (EFA) and Hull City Council. The funding is a mixture of funding for all students and Individual Assigned Resources for named students. Funding is comprised as follows:

- the base budget covers teaching and curriculum expense for all students
- part of the funding is allocated based on students on Free School Meals
- part of the funding is allocated based on prior attainment relating to Key Stage 2 attainment data
- specific Individual Assigned Resources allocated to students with statements (top up funding)

14. Request for Statutory Assessment

14.1 The Academy will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The Academy will have the following information available:

- The action followed with respect to supporting progression
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history

- Current attainment levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/carers
- Where possible, the views of the child student
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

15. Statement of Special Educational Need

15.1 Education Health and Care Plans will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an Education Health and Care Plan.

15.2 An Education Health and Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set in the Statement or Educational Health and Care Plan
- Of shorter term
- Established through parental/student consultation
- Set out in the Education Health and Care Plan
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

16. Reviews of Statements or Educational Health and Care Plans

16.1 Statements/Education Health and Care Plan must be reviewed annually. The LA will inform the Head of School at the beginning of each term of the students requiring reviews. The SENCO will organise these reviews and invite:

- the child's parents/carers
- the child
- the relevant teacher(s)
- the SENCO
- a representative of the LA
- a representative from Health Care, if appropriate
- a representative from Social Care, if appropriate
- any other person the LA considers appropriate
- the Careers Advisor in line with the Transition Protocol
- any other person the SENCO considers appropriate

16.2 The aim of the review will be to:

- Assess the student's progress in relation to targets
 - Review the provision made for the students in the context of the National Curriculum and levels of attainment in basic Literacy/Numeracy and other key skills
 - Consider the appropriateness of the existing statement or Education Health and Care Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
 - Set new targets for the coming year
- 16.3 Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Careers Advisor. The Academy recognises that the responsibility for such Transition Plans lies with these specialist services.
- 16.4 With due regard for the time limits set out in the Code, the SENCO will write a report of the Education Health and Care Plan review meeting and sent it, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend, or cease the Education Health and Care Plan.
- 16.5 The Academy recognises that where a student with a statement or Education Health and Care Plan continues to attend after compulsory education, i.e. after age 18 the LA may decide to maintain the statement/Education Health and Care Plan until age 25.

17 Admissions

- 17.1 The Board of Directors believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in the, 'The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEND should be educated and the Equality Act 2010 provides protection from discrimination for disable people.' (CoP 1.26)
- 17.2 The Academy strives to be fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All students are welcome, including those with Special Educational Needs, in accordance with the Admissions Policy. The SEND Code of Practice states: 'The School Admissions Code of Practice required children and young people with SEND to be treated fairly. Admissions authorities:

- 17.3 must consider applications from parents/carers of children who have SEND but do not have an EHCP on the basis of the school's published admission criteria as part of normal admission procedures
- must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs
 - must not refuse to admit a child on the grounds that they do not have an EHCP (CoP1.27)
- 17.4 The Academy Admissions Policy ensures equality of opportunity for students with SEND applying for a place at the Academy at either the Year 7 transition or mid-year transfer. The Academy will take part in the Admissions Forum set up by the LA and have regard to its advice; and will participate in the coordinated admission arrangements operated by the LA and the local in-year fair access protocol (see Admissions Policy).

Complaints

- 17.5 If parents/carers believe that their child has a learning difficulty or behavioural issue at the Academy which has not yet been identified, or if they are unhappy with the provision the Academy is making for their child with SEND, they should first talk to the SENCO. If the parents/carers think that their child should be given more support they should raise their concerns with the SENCO. Most concerns will be resolved in this way. If parents/carers still feel dissatisfied they may choose to raise their concerns with the Academy's Director responsible for SEND.
- 17.6 Parents/carers may ask the LA to conduct an Education Health and Care Plan needs assessment of their child at any time. Following a request for an EHCP needs assessment, or the child or young person having otherwise been brought to its attention; the LA must determine whether an EHCP needs assessment is necessary. The LA must make a decision and communicate the decision to the child's parent/carer or to the young person within six weeks of receiving the request. The LA does not have to consider whether an EHCP needs assessment is necessary where it has already undertaken an EHCP needs assessment for the child or young person during the previous six months, although the LA may choose to do so if it thinks it is appropriate. The LA will then inform the parents/carers.
- 17.7 If the LA decided it is necessary to issue an EHCP, it will be finalised within the 20 week overall time limit. If the LA decides that an EHCP is not necessary, it must notify parents/carers and the school and give the reasons for its decision. This notification must take place within 16 weeks of the initial request. The LA must also inform the child's parent/carer or young person of their right to appeal that decision and

the time limit for doing so, of the requirements for them to consider mediation should they wish to appeal, and the availability of information, advise and support and disagreement resolution services.