

SEND POLICY

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DEFINITION

The term 'special educational needs and disability' (SEND) refers to children who have additional difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA.

AIMS

At De Lacy Academy it is the aim to ensure:

- All students have the opportunity to fulfil their potential.
- Individual differences are recognised within classes and catered for appropriately.
- All students are valued equally.
- All teachers within the academy are teachers of students with special educational needs.
- All students have access to a broad, balanced and relevant curriculum.
- The views of the child should be sought and taken into account.

ROLES AND RESPONSIBILITIES

Governors & Senior Leadership

The Schools Partnership Trust Academy has important statutory duties towards students with special educational needs and disabilities. The Governors and Principal decide the Academy's general policy and approach to meeting students' special educational needs for those with and without Education, Health and Care Plans (EHC). They will set up appropriate staffing and funding arrangements and oversee the Academy's work within financial constraints.

The Assistant Principal for Inclusion – E Twort will ensure that the necessary provision is made for any student who has a special educational need or disability and that those needs are made known to all who are likely to teach them.

Special Educational Needs & Disability Coordinator (SENCo)

The Special Educational Needs and Disability Co-ordinator, in collaboration with the Assistant Principal for Inclusion play a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for students with SEND, working closely with staff, parent/carers and external agencies including the LA's support and Educational Psychology services, health and social services and voluntary bodies.

The SENCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. In addition the SENCo manages the

Learning Support Assistants (LSAs), Higher Level Teaching Assistants (HLTAs) and Learning Mentors in providing support to these students.

The SENCo in collaboration with the Assistant Principal for Inclusion is responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs.

The Special Educational Needs and Disability Co-ordinator is Mrs A. Austin.

ADMISSION ARRANGEMENTS

De Lacy Academy is an inclusive academy. Students with educational inclusion needs and disabilities are admitted to the academy in accordance with the normal LA admissions arrangements, which apply to all students. All students who have a statement of educational needs or an EHC Plan naming De Lacy Academy shall be admitted to the academy in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent/s wishes to have their child with an EHC Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

ALLOCATION OF RESOURCES

It is recognised that most resources will be for all students and therefore accessible to students with educational needs. This may include, for example, textbooks, which are differentiated to a suitable degree. Some resources, on the other hand may be allocated specifically for students with educational needs. This could be special items of equipment, textbooks or staff specifically trained to support their individual needs.

De Lacy Academy receives funding for students with SEND in the following ways:

- the base budget covers teaching and curriculum expenses, often referred to as WAVE 1 intervention or Quality First Teaching.
- the delegated SEND budget covers the additional support required, often referred to as WAVE 2 intervention.
- top up funding which is specifically allocated to students who require further additional support, often referred to as WAVE 3 intervention.

The academy follows national guidance given in the new SEND code of practice, to try to ensure that all students' needs are appropriately met within these financial constraints.

IDENTIFICATION AND ASSESSMENT

Categories of Special Educational Need

Communication and interaction

Language

Autistic Spectrum Disorder

Cognition and Learning

Learning – students below Level 3 at KS2
Specific Learning Difficulties
e.g. dyslexia,

Social Mental and Emotional Health

Some students may require additional and different provision.

Sensory and/or physical

Hearing
Visual
Physical

Initial identification

Prior to transfer the members of the Inclusion team visit and contact all feeder primary schools in order to identify students with special educational needs through discussion with the primary school staff. For students identified as vulnerable or anxious during the transfer process, a comprehensive transition programme is put in place involving the creation of a child-centred transition plan and additional visits to the Academy during the summer term.

Students will fall into the following categories on entry to the Academy from feeder schools:-

- a) they have a statement of educational needs/ EHC Plan or formal assessment procedure is in progress;
- b) they have educational needs, which are monitored and reviewed according to the requirements of the Code of Practice.
- c) They have no record of special educational needs.

For students with a Statement/Education Health and Care plan the SENCo will have been invited to attend the last Annual Review held at the primary school.

On entry to De Lacy Academy students are assessed using a range of assessment methods, e.g. CATS, YARC and Emotional Literacy. National Curriculum Key Stage 2 SAT scores are also available. Scores on these assessments will either confirm the information in (a), (b) and (c) above or identify more students whose scores are significantly lower than the majority of students. This enables the SENCo to prioritise those students who require further intervention.

Later identification

A student's performance at De Lacy Academy may give sufficient reason for monitoring and observations by the SENCo to be put in place. Triggers for this action will probably fall into the following categories:

- (a) Prolonged periods of disturbed or unacceptable behaviour;
- (b) Frequent absences which necessitate the involvement of outside agencies;

- (c) Inability to cope with the normal curriculum for whatever reason e.g. poor language skills, poor concentration, poor personal organisation;
- (d) Students who have a disability which requires a modified curriculum;

Informing staff

Details of students with SEND, medical information, objectives and targets for progression are collated by the SENCo and will be circulated to all staff; this information is reviewed throughout the year to ensure accuracy. The SENCo will highlight the needs of particular students to all staff at the start of term.

Information about a student's special educational need is passed on to staff in the academy in the following ways: -

- (i) SEND register is updated on a termly basis and available to all staff on the school's shared drive.
- (ii) Face to face liaison between the SENCO and appropriate teachers
- (iii) Individual Education Plans for statemented students
- (iv) The attendance of appropriate teachers at formal review meetings
- (v) SEND issues being on the agendas of faculty/pastoral meetings

PROVISION

Quality First Teaching - Wave 1

Students with educational needs or disabilities are fully integrated within the academy. Each faculty will determine how the needs of the students are best catered for. The match between a student's ability and an appropriate curriculum is crucial. Faculties are encouraged to exercise and develop their provision for students with special educational needs and disabilities in order to ensure full access to the National Curriculum at the necessary level. The SENCO and associated staff will provide support to colleagues. The nature of this support is negotiable with the subject teacher and may be determined by the needs of the individual student and/or teaching group. The support may involve inclusion staff using time to prepare differentiated teaching resources or the SENCO giving advice.

Wave 2 Intervention

The triggers for intervention for Wave 2 could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas

- presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the academy
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

After assessment and consultation with parent/carers the action needed to help the student to progress is something that is additional to and different from action provided as part of the academy's usual differentiated curriculum. All students requiring this level of intervention will have at least a One Page Profile.

Wave 3 Intervention

This is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. The triggers for Wave 3 could be that the student, despite receiving an individualised programme and/or concentrated support:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of students of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly. They may also be involved in drawing up the objectives and targets including in the One Page Profile/My Support Plan/EHCP or Statement.

De Lacy Academy has regular involvement with:

- Educational Psychology Service
- Learning support service
- Health and Medical Services
- CAMHS
- Community police officer
- Social Care
- Targeted Youth Support
- Communication and Interaction Team (CIAT)
- Behavioural and Emotional Support Team (BEST)

Education Health and Care Plans

Statutory assessment involves consideration by the LA, working co-operatively with the parent/carers, the child's school, and health care professionals and, as appropriate, other

agencies, as to whether a statutory assessment of the child's special educational needs is necessary. If it is, then an EHCP is drawn up which indicates the degree of learning difficulty and the nature of the provision necessary to meet the child's special educational needs. This could include:

- In-class support from a Teaching Assistant
- Specific programmes, both individual and group.
- Educational aids – portable word processor, spellcheckers
- Adaptations – enlarged papers, sloping desks

The EHCP is reviewed at least annually at the Academy by all agencies/people involved. The review focuses on what the child has achieved as well as on difficulties that need to be resolved.

EVALUATING SUCCESS

The success of the SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Senior Leadership Team, Heads of Department, and SENCo
- analysis of data and assessment results for individual students and for cohorts
- value added data for students on the SEND register using Raise Online
- Annual Report to Parents
- the fulfilment of statutory duties e.g. management of statements of SEN/LDD.

The answers to the following questions would also act as a measure of the success of the Policy:

- are students with special educational needs and disabilities identified within the framework of the Code of Practice and the L.A.'s overall policy?
- are the staff and governing body aware of students with special educational needs?
- does the academy secure appropriate provision for students with special educational needs?

PARTNERSHIP WITH PARENT/CARERS

Partnership with parent/carers plays a key role in enabling children and young people with SEND to achieve their potential. De Lacy Academy recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education.

ARRANGEMENT FOR COMPLAINTS

Complaints procedure is in line with the policy of the School Partnership Trust Academies and is available for parents via the De Lacy Academy website.

LINKS WITH OUTSIDE AGENCIES

The SENCO will maintain links with the L.A. Support Service, the Schools Psychology Service and special agencies such as Communication and Interaction Team. The Student Support Officers and Assistant Principal for Behaviour and Attendance would be the normal point of contact with Educational Welfare and the Assistant Principal for inclusion with Social Services. Liaison within the academy will ensure appropriate personnel are informed of matters that affect them.

PYRAMID LIAISON

Regular liaison meetings are held with those responsible for SEND in the feeder primary schools.

STAFF DEVELOPMENT

In service training

The CPD co-ordinator will maintain an overview of training needs. In service training needs for SEND will normally arise in the following ways;-

- i) a whole academy need is identified e.g. the teaching of students on the autistic spectrum;
- ii) a department identifies a need;
- iii) an individual teacher identifies a need e.g. as a result of an appraisal;
- iv) Learning Support Assistants identify a need.

The above items will normally be met by one of the following means

- courses provided centrally by the local authority;
- courses provided by outside agencies;
- courses provided in academy by outside agencies;
- SENCO meeting individual staff or departments.
- Whole academy training needs may be described and provided for via the academy improvement plan, whilst faculty needs would normally be identified as a result of performance management. Other needs may be responded to as and when they arise and normally in consultation with the CPD co-ordinator.