



Special Educational Needs and Disability Policy

(ratified by Full Governing Body 19th December 2017)

Review Cycle: 2 Years – Autumn Term

Review By: Leadership Team, B & A / HR/Standards Sub-
Committee

Contents:

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other agencies; Role of Governors; Monitoring of the Policy;
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AIM:

We aim to be one of the best academies in all aspects of education

Alcester Academy aims to ensure that it effectively complies with, and implements, the requirements of the Children and Families Act 2014, the Equality Act 2010, the SEN and Disability Regulations 2014, the SEND Code of Practice 2014 and any other statutory guidance.

OBJECTIVES:

1. Specific needs are identified at Academy entry or as soon as they arise, and staff are informed of those needs.
2. The views of the student are valued and seen as a vital part of the decision making process.
3. The Academy actively seeks to work with parents and value the contributions they make.
4. All teachers in the Academy are responsible for the additional needs of individual students. A variety of strategies are used to help students access the curriculum.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The Children and Families Act 2014 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream academies within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special Educational provisions means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in schools.

Pupils with SEN and/or disabilities admitted to Alcester Academy could have difficulties with one or more of:

- cognition and learning
- communication and interaction
- social, emotional or mental health

- sensory and/or physical (Refer to the Accessibility Policy).

For the vast majority of children such needs will be met in school through quality first teaching and internal interventions - with outside help *if necessary* - and the school governing body has statutory responsibilities to ensure that these needs are met.

The school has a SENCo who is responsible for co-ordinating all things relating to special educational needs and disability in school. This teacher is supported in this role by an Assistant SENCo Teaching Assistants and all other staff who have a duty of care to meet the needs of all learners.

ADMISSION ARRANGEMENTS

Alcester Academy strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs. Their transition will be considered and supported on an individual basis. In line with Warwickshire admission guidance. (Refer to the Equal Opportunities Policy as needed).

STUDENT PARTICIPATION:

Students participate in the decision-making process and know that their views are valued by:

- setting targets for their Pupil Profile meeting (Formerly Individual Education Plan)
- reviewing their progress and future needs
- contributing to the Annual/Transition Review process
- making decisions about post-16 provision.

WORKING IN PARTNERSHIP WITH PARENTS/CARERS:

- Parents/carers are encouraged to be involved at every stage of the identification and review process.
- The academy informs parents/carers when they first identify that their child has additional educational needs.
- Parents/carers are encouraged to contribute to all review processes.
- The views of parents/carers play an important role in the Annual/Transition Review of students who have an Education Health Care Plan (EHCP).

IDENTIFICATION, ASSESSMENT AND PROVISION:

- Most students with additional needs have been identified by the time they leave primary school. (See Appendix 1: Procedure for Vulnerable Children).
- Good links have been established with primary schools and external agencies to ensure the smooth transition of pupils with SEND.
- Subject teachers use a range of strategies to help students access the curriculum
- Identification of a child who is having difficulties and who may have additional needs is initially identified through teacher referral to the SENCo, Assistant SENCo. All identified students are monitored in line with the academy's assessment policy.
- All provision for SEND is co-ordinated through the SENCo with support from the Senior Leadership Team.

Access arrangements for examinations are organised jointly by the SENCO and the Examinations Officer. This can include 25% extra time, and/or provision of reader and /or scribe. Students might also use IT equipment. Rest breaks may be provided. Alcester Academy uses a combination of all the above, whilst having strict regard to the Code of Practice and JCQ regulations.

Provision for students with SEND uses several levels of need:

There is a graduated response to the needs of SEND learners at Alcester Academy that is supported through a Single Based Category of Need.

- Initial provision which a school must make for students with SEND; this is provided within the school's own resources and systems for SEND support. This support is additional to normal differentiated work within the classroom and can be referred to as 'Quality First Teaching' or Wave 1 intervention.
- Students can receive an increased level of support, which should include specialist advice, which the school is unable to provide from within its own resources.
- An EHCP exists for students who have a high level of need and is issued by the LA. It specifies learning objectives, provision and teaching strategies to be used.

Refer to the SEN Report on the Academy website for further specific intervention examples.

ANNUAL REVIEW:

All EHCPs are reviewed annually to monitor progress and consider any amendments necessary to the provision being provided. The views of students, parents, the academy and other professionals involved are all included. The annual review from Year 9 includes a **Transition Plan** in preparation for the student's future. The academy's in house careers service has an important role to play and offers careers advice to identify the most appropriate post-16 provision.

LINKS WITH OTHER SCHOOLS AND COLLEGES:

Links with other schools are made through:

- ◆ visits by SENCo/Assistant SENCo to primary schools
- ◆ visits by subject teachers to primary schools
- ◆ visits by Year 6 students to Alcester Academy to use facilities or staff expertise
- ◆ links with other schools if students do not transfer at the beginning of Year 7
- ◆ meetings with secondary SEND Co-ordinators
- ◆ transfer of SEND records if a student moves school
- ◆ transfer of SEND records and communication with post-16 school and college placements
- ◆ Ensure that any student placements receive relevant information

WORKING IN PARTNERSHIP WITH OTHER AGENCIES:

The Special Educational Needs Co-ordinator works in partnership with the following agencies:

LA Support Services
Educational Psychologist

**School Health Professionals
Children's Services
SEND Supported
Speech and Language Team (SALT)
Life Space
CAMHS
Visual Impairment Team**

The Early Help Assessment (formerly CAF) can be used to co-ordinate all the agencies required to support individual pupils.

ROLE OF THE GOVERNORS:

The governing body must ensure that:

- they are fully involved in developing and monitoring the academy's SEND policy.
- SEND governors are up-to-date and knowledgeable about the academy's SEND provision.
- SEND provision is an integral part of the academy's Improvement Plan.
- the quality of SEND provision is regularly monitored.

MONITORING THE POLICY:

The success of the policy is measured through:

- the ability of students to access the curriculum
- students with SEND being included in the life of the academy e.g. house council, extra-curricular activities
- effective in-class support and interventions from the teaching assistants
- students achieving review targets
- students making progress in subject assessments
- value added data
- active involvement of students and parents in monitoring progress and planning for the future

- students being prepared for post-school education and training opportunities

Procedures for raising concerns

We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.

We endeavour to do our best for all students but if there are any concerns we encourage those concerned to approach the form tutor, subject teacher, Head of Subject, the SENCO, or a member of the SLT as appropriate. At each stage a response will be made as soon as possible.

(Refer to the Complaints Policy as required).

Appendix 1

Procedure for Vulnerable Children

The identification, support and care of vulnerable children is the responsibility of all staff at Alcester Academy. To facilitate this, information, action and resourcing is co-ordinated by the SENCO and Pastoral Team through the child's Tutor and teachers. The child is central to the process and at all stages, but particularly in the construction of the Individual Education Plan, the child is encouraged to voice his or her opinions, wishes, feelings and concerns.

<p>Early identification of need / liaison with previous school / contact with child and family</p>	<p>Contact between SENCO, Pastoral Team with responsibility for Transfer and Induction and feeder school in Summer Term prior to entry.</p> <p>Visits in Summer Term before entry and earlier by SENCO/Assistant SENCO and/or Pastoral Team with responsibility for Transfer and Induction to feeder school to meet child. SENCO/Assistant SENCO attends Review meetings in the term before entry.</p> <p>SENCO contact with other agencies already involved. For children with EHCPs, the LA implement a transition programme in order to monitor pupils through first term at Secondary School.</p> <p>Extra induction including visit to the Secondary School separate to main induction day possibly including parent(s). Visits by children with Teaching Assistant from Primary School.</p> <p>Introduction to key staff e.g. identified Teaching Assistant with particular responsibility.</p> <p>Liaison between SENCO and Pastoral Team via regular meetings and direct communication re careful placement of child in terms of peers and tutor group.</p> <p>Communication and liaison with the Learning Support Unit (LSU) regarding any special requirements or needs (medication/"sanctuary" etc).</p> <p>Regular and frequent contact with family from then on including facility for parents to contact key worker/Teaching Assistant, tutor or SENCO whenever the need arises.</p>
<p>Assessment of Individual Need</p>	<p>Assessment of individual need and placing/continuation of child on SEND register at appropriate stage.</p> <p>A pupil profile may be drawn up with child and family with development targets.</p> <p>Information to and liaison with child's Tutor and Teachers. Information to all staff through various mechanisms</p>

<p>Targeting necessary resources</p>	<p>Assigning School Based Resources -depending on SEND stage i.e. EHCP.</p> <p>Specified Teaching Assistant included in pupil profile and support in lessons assigned, any other key worker/TA identified</p> <p>Withdrawal from lessons for focussed support.</p> <p>Counselling sessions from an appropriate professional.</p> <p>Liaison with departments and Data Manager to determine groupings and any other timetable arrangement to suit needs e.g. extra literacy sessions in place of MFL if appropriate,</p> <p>Alternative curriculum, Extended Work Placement, Work Experience. Homework club. Use of break out room as appropriate.</p>
<p>Liaison with other agencies</p>	<p>Contact from SENCO and Pastoral Team regarding accessing other specific support and/or Inset for staff, e.g. Inter-cultural Support Service, Travellers, Virtual School, Educational Psychologist, CAMHS, YOT, Childrens Services</p>
<p>Monitoring progress</p>	<p>Pupil Profile drawn up in meeting with parent/carers and child</p> <p>Development targets agreed and information to Tutor, Pastoral Team and all staff who teach child.</p> <p>Pupil Profile review regularly.</p> <p>Assessment of progress towards targets from staff through regular data updates.</p> <p>Parent Evenings with subject staff.</p> <p>LAC meetings with Designated Teacher responsible for children in Local Authority Care with regular review if appropriate,</p>
<p>Forward planning</p>	<p>Liaison with colleges, 6th forms and Training Providers at age of transfer including visits/communication/relevant documents passed on by SENCO and/or relevant Teaching Assistant in term before transfer.</p> <p>Involvement of Careers Advisor in terms of parent/child interviews, careers advice and help in application and transfer process.</p> <p>Support from Careers Advisor to plan Post 16 – including extra visits, interview practice etc</p>

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Date: _____