

## Special Educational Needs and Disability (SEND) POLICY

### Section 1: Main Contact details and Policy key dates

Name and contact details of the Principal: Mr J. Higgins

Name and contact details of the SEND Co-ordinator: Mrs. S Jeffries

The SENCo has undertaken the National Award in SEN Coordination

Date policy first uploaded on website	18.11.2017 Date(s) reviewed: 24/09/2018
First review due	To be reviewed annually

This policy details how the school will meet the needs of students who have special educational needs. The school will use its best endeavours to ensure that students with SEN are included in every aspect of school life. This policy is for staff, parents/carers, students and practitioners across education, health and care agencies and aims to explain what these stakeholders can expect the school to provide. Our SEND Information Report is also available on the school website. Ash Hill Academy is a mainstream secondary school. New legislation relating to special educational needs and disabilities came into force on 1/9/14 (SEND Code of Practice). This policy has been written to reflect this guidance and will be reviewed yearly.

### School Values

- We celebrate our students' strengths, interests and individuality.
- We have high expectations and aspirations daily for all our students.
- We work positively and proactively with parents/carers and others involved.
- All our students are entitled to a broad, balanced and relevant education and to feel secure, safe and valued.
- All students are encouraged to participate in the life of our school.
- All our teachers are teachers of students with SEND and are responsible for their progress and development.

### We aim to

- Encourage high levels of participation from students, parents and carers.
- Have a clear focus on steps toward positive life-long outcomes.
- To work in partnership with families and others involved in the care of students in our school.
- To promote student's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others.
- To ensure that every teacher is a competent teacher of every student, including those with SEN through well targeted and continuing professional development.
- To deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching.
- To provide differentiated and personalised learning opportunities building on each student's strengths and interests.
- To identify needs, particularly of vulnerable and disadvantaged students, at the earliest opportunity, meet their needs, and review their progress regularly.
- To make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged students and their peers.
- To develop and support the role of Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with students with SEN.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners.

## Definitions of SEN

A new Code of Practice came into force on the 1<sup>st</sup> September 2014. The code defines special educational needs in the following way;

A student or young person has SEN if they have a learning difficulty or disability which calls for special educational needs provision to be made for him or her. A student of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of students the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.
- For students aged two or more, special educational provision is educational or training provision that is additional to or different from that generally made for other students

Students who have a disability but do not have SEN support are covered by the Equality Act 2010. Some students may have Individual Healthcare Plans.

Pupils will not be regarded as having special educational needs solely because the language of their home is different from the language in which they will be taught.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Students may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated quality first teaching and all relevant and purposeful interventions and strategies being in place.

## Types of SEN

The Academy caters for a wide range of special educational needs including cognition and learning needs, social, emotional and mental health difficulties, communication and interaction needs and sensory/physical needs.

### Communication and Interaction (C and I)

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and Learning (C and L)

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD),
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

### Social, emotional and mental health difficulties (SEMH)

Students and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

### Sensory and/or physical needs

Some students and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Students and young people with an MSI have a combination of vision and hearing difficulties.

Some students and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

### Difficulties which may not be related to SEN

Some students in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a student's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a student's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Student
- Being a student of Serviceman/woman

### Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more students than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those with SEN. Where a disabled student or young person requires special educational provision they will also be covered by the SEN definition.

### The Role of the SENCo

The SENCo is Mrs S Jeffries who is responsible for coordinating the provision of special educational needs throughout the school. This will involve;

- Day to day operation of the SEND policy.
- Providing information and advice to staff (supporting and liaising with them). Working alongside staff to assist them in identifying, assessing and planning for students' needs.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Liaising with parents.
- Maintaining files and records of students with SEN.
- Coordinating the range of support available to students with special educational needs.

### Identification

The schools regularly collects data from all subject teachers to identify students' progress towards outcomes. The SENCo uses this data to identify and review progress of students who are identified as having a special educational need, this information will then inform Annual Review and SEN Support plan discussions. The school will also consider the following possible indicators of SEN when reviewing the progress of all students (as recommended by the Code of Practice);

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

Data provided by teachers will be used alongside information from standardised assessments and observation to determine whether or not the students would benefit from being placed at the 'SEN Support' stage on the special educational needs register.

The school uses reading age data to identify students who may require reading intervention. The school also has access to dyslexia and dyscalculia screening programmes. If the SENCo believes that a referral to Educational Psychology may be necessary then parental consent will be sought.

### Graduated Approach

#### General provision for all students using core school funding

- All students will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Students who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be students with SEN.

### Examples of Curriculum Access and Provision

Where students are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual students.

The school provides extensive literacy intervention to enable students to reach their chronological age and improve their access to the curriculum. If a student is identified as requiring this type of intervention then parents will be informed in writing. The school uses the Ruth Miskin 'Fresh Start Phonics Programme' which is a research based intervention. This programme is delivered for three hours per week. If students are identified as having a specific learning difficulty (dyslexia) and a reading age significantly below chronological level then they may be extracted to take part in the 'Nessy' Learning Programme. The Maths department has access to a departmental Teaching Assistant to intervene with students who are working below age related expectations in Maths.

### Additional SEN Support provision, monitoring and review using school's delegated additional needs funding

The Students and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support to replace School Action and School Action Plus from September 2014. Every school has a whole school annual budget made up of core funding per student on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy a minimum of £6,000 per student per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

If we feel that a student would benefit from being placed on the SEND Register as being in receipt of 'SEN Support', parents will be notified in writing and will be invited to an initial SEN Support meeting. Any agencies currently involved with the student will also be invited to the meeting. The initial meeting will discuss and agree what provision needs to be in place to meet the students' needs. It will also identify and needs which may need to be met by other agencies and decisions to refer to outside agencies/services may be made at this point. The support plan will be written after the initial meeting to reflect parental views and to provide an accurate record of the discussion held at the meeting. Parents will be invited to two further review meetings throughout the academic year. This procedure reflects the Assess, Plan, Do, Review cycle described in the 0-25 SEND guidance.

If insufficient progress is still evident after this cycle the SENCo may refer for a 'statutory assessment' to be conducted by the Local Authority.

Where the student's class teacher, SENCo and parent agree that the student has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the student would no longer be recorded as being in receipt of SEN Support

### Statement of Special Educational Needs or Education Health and Care Plan

Students with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for students in receipt of SEN Support and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

### Management of SEND within our school

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEN on the ongoing effectiveness of this policy.

### Learning Support/Teaching Assistants

- LSAs are part of our whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO.
- LSAs can be part of a package of support for the individual student but are never be a substitute for the teacher's involvement with that student.



## Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting students and their parents.
- Giving parents and carers opportunities to play an active and valued role in their student's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they feel their student may be having or other needs their student may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the student's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their student.
- Agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of sources of information, advice and support.
- Producing an SEN Information Report that will be published on the school website.

## Involvement of Students

Young people will be encouraged to share their views through a one page profile system. This will be shared with teaching staff (in conjunction with the SEN Support plan). The school will use its best endeavours to ensure that a young person's views, wishes and feelings are taken into account at all times.

## Supporting pupils at school with medical conditions

Some students in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

## Effective Transition

In some cases, the school will be aware that a student has special educational needs before the student arrives in year 7. The SENCo will work closely with primary schools and will attend Annual Reviews/SEN Support meetings from year 5 onwards.

- For all students, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.



- During the year in which students are due to change school, transition meetings and class transition days for all students are held and arrangements discussed. For students with SEN this may include additional familiarisation visits, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all students.
- When students are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all students with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.
- For students with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the students at their feeder school if invited.

### Admission Arrangements

No student will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled students and we will take all reasonable steps to provide effective educational provision.

### Complaints

If there are any complaints relating to the provision for students with SEN these will be dealt with in the first instance by the SENCO, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure

### Links with Other Services

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211

Parent Partnership Service: Contact number 01302 736920

Attendance & Pupil Welfare Service: Contact number: 01302 737235

Virtual School for Students in Care: Contact number: 01302 737242

Students with Disabilities Team: Contact number: 01302 735885 Aiming High for Disabled Students (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225