

Shireland Collegiate Academy Trust Policy

# Special Educational Needs and Disability - Secondary and Post 16

2019

<b>Committee and Date Approved</b>	Trust Board – April 2019
<b>Category</b>	Statutory
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<b>Officer Responsible</b>	SEND Manager

**Approved by the Shireland Collegiate Academy Trust Board**

**The Trust, all Secondary Academies within the Trust and Shireland Learning Limited must comply with this policy.**

## Contents

Compliance.....	3
Core Principles and Values.....	3
Aim .....	3
Identifying Special Educational Needs.....	4
Cognition and Learning .....	4
Communication and Interaction .....	4
Social, Emotional and Mental Health difficulties .....	4
Sensory and/or Physical Needs.....	4
A Graduated Approach to SEND Support.....	5
Managing students on the SEND register.....	6
Supporting students and families.....	7
Monitoring and evaluation of SEND.....	7
Training and Resources.....	7
Roles and responsibilities .....	8
Reviewing the Policy.....	8
Participation and Communication .....	8
Dealing with complaints .....	8
Supporting students and families.....	10

## Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of practice 0-25 (Sept 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of practice 0-25 (September 2014)
- Schools SEN Information Report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy

## Core Principles and Values

- The belief that the education and success of all students is of equal value.
- Celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices.
- A belief that bullying in any form is completely unacceptable and will always be taken seriously.
- Respect for the dignity of ourselves and others.
- Recognition that all members of our community have rights, with complementary responsibilities.
- Recognition that all students, including those with identified special educational needs, may experience difficulties due to events such as bereavement and family problems. The Academies should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable students.
- A commitment to developing individual potential and autonomy both inside and outside of the classroom.
- The belief that students learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high student self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- Recognition that the success of any school policy depends on the understanding and support of families and as such, should be shared with them and their commitment to it sought.
- Every teacher is a teacher of every child or young person including those with SEND.

## Aim

To raise the aspirations and expectations of all students, including those with SEND, through innovative teaching, assessment and monitoring methods emphasising the importance of outcomes for students, rather than a narrow focus on hours of provision or support.

## Objectives

1. To identify and provide effective strategies to support the development of SEND students
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To provide trained and experienced teams which can offer direct support to students, liaise with families and outside agencies and advise teachers and other staff on SEND related issues.

## Identifying Special Educational Needs

In line with the SEND Code of Practice 2014, the Trust and its Academies recognise the following four broad areas of special educational need:

### Cognition and Learning

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties include both Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Communication and Interaction

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because 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. Children and young people with Autistic Spectrum Disorder (ASD) including Asperger's Syndrome are likely to have particular difficulties with social interaction.

### Social, Emotional and Mental Health difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in different 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, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.

### Sensory and/or Physical Needs

Some students require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. Many students with visual impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access the curriculum. Some students with a physical disability (PD) require additional support and equipment to access all of the opportunities available to their peers.

These four areas give an overview of the range of needs that each Academy needs to plan for. However, the Academies view every student as an individual with a range of skills, experiences and talents and would not seek to categorise or restrict expectations on the basis of an identified special educational need.

There are other factors which are not included in a definition of special educational needs and disabilities but which nonetheless may impact upon engagement, progress and achievement in the Academy. These include:

- Disability – the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation, but this alone does not constitute SEN
- Attendance and punctuality
- Health and Safeguarding issues
- Having English as an Additional Language
- Lack of literacy in home language
- Gaps in previous educational history
- Being in receipt of Pupil Premium
- Being a Looked After Child

Some students may combine a special educational need with one or more of these additional factors, which may make initial identification of need and provision of effective support more challenging.

## A Graduated Approach to SEND Support

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.
- The Academies provide quality first teaching for all students in KS3, KS4 and KS5.
- In KS3 the “Literacy 4 Life” (L4L) thematic approach to learning means that students are taught by one teacher, in a form group within a year base, for most of the week. The class teacher has a wide range of technology rich resources which can be used to support learning for all students, and differentiation is built into the themes which make up the Year 7, 8 and 9 L4L curriculum. The learning needs of most students can be met in this way.
- At KS4 and KS5 there is a movement towards more specialist teaching, but students are guided towards Option and Post-16 choices, which meet their learning needs at appropriate levels.
- Teachers are responsible and accountable for the progress and development of all students in their classes, including where students access additional support from support staff. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The Academies regularly and carefully review the quality of teaching for all students. Techniques involve lesson observations, learning walks and reviews of lesson plans.

This includes reviewing, and, where necessary, improving teachers' knowledge of their students' SEND and advice on developing strategies to support them.

- Some students have SEND issues identified at primary school. These students transfer to Year 7 with a history of assessment, intervention or provision from their primary school working with the Local Authority in which they live.
- Discussion with primary school staff, families and Local Authority Inclusion Support professionals informs decisions when the student transfers to the Academy about the nature of the additional support or intervention required for them to progress both academically and socially. For example, some students may need to attend additional 1:1, small group or whole class intervention groups. Provision may be made for nurturing activities to take place at lunch time, or for regular meetings with a mentor.
- During the course of an academic year, concerns may be raised about the performance of a student who has not previously been identified as requiring additional support. In deciding whether a student requires additional assessment, intervention or monitoring, the teacher(s), support staff and SENCo consider all the information gathered about the student's progress, alongside national data and expectations of progress.
- Families are included at an early stage so that a good understanding can be developed of the student's strengths and weaknesses, concerns, agreed outcomes to be sought and the process to be followed.
- In some cases, outside professionals from health or social services may already be involved with the student and their family. They will be asked to help inform any assessments that are made. If professionals are not already working with the Academy staff then they are contacted for support with family agreement.
- An Assess-Plan-Do-Review cycle is recognised as an effective way of identifying student needs and putting strategies in place to develop their learning or skills. These are discussed with families, who have a role in supporting learning at home.
- Students with ongoing internal or external support are recorded as "K" for Special Educational Needs Support (SENS) on the Academy information system.
- Students who have had a statutory assessment completed by the Local Authority are recorded as "E" for Education, Health and Care Plan (EHCP).
- Students who may have had a previous need, that is no longer relevant, are recorded as "N" for no current need.
- Students who have never had an identified need do not have any codes on the Academy information system.

## Managing students on the SEND register

- Personalised information is available to all teachers and support staff regarding the needs of and strategies for each student recognised as having SEND. Staff are encouraged to discuss strategies, which they have found to be effective with each student. The class or subject teacher holds the responsibility for evidencing progress of the student, which is recorded centrally at six assessment points during the year.

- Each identified student has a member of the Inclusion department as a 'key worker', who will monitor their progress across the curriculum and identify areas in which they require additional support, reviewing their SEND needs and strategies on a termly basis.
- The Local Authority Inclusion Support team will assess or review the progress of students who are a cause for concern during the course of the academic year. Priorities are set at a meeting in September each year and reviewed each February.
- Referrals are made to other outside agencies as required.
- A small number of students in each year group have an Education, Health and Care Plan (EHCP) issued by Local Authorities.
- Students with an EHCP have an annual review at their Academy, attended by their families and professionals who have worked with them, to identify areas of development and success and to review needs and provision.
- If it is thought that a student requires an EHCP, a process is initiated with the Local Authority whereby a Community Assessment Meeting (CAM) takes place to decide whether an EHCP assessment is appropriate.

## Supporting students and families

- Some students with SEND will be able to access special examination arrangements when they reach KS4 and KS5. This is dependent upon meeting the criteria set by examination boards.
- The Academy Special Educational Needs Co-ordinator (SENCo) is responsible for identifying and providing assessment opportunities for students who might require special arrangements.

## Monitoring and evaluation of SEND

- The Trust and its Academies regularly and carefully monitor and evaluate the quality of provision offered to all students.
- Monitoring takes place via formal lesson observations, learning walks and scrutiny of lesson planning. Departments discuss, review and plan at all levels in each Academy.
- Family views are surveyed regularly at Academy open evenings and other events.
- Student and family views are sought at all meetings with staff.

## Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development, which may either be developed and presented by Academy staff, by Sandwell local authority (LA) or by other external providers.
- All new teachers, trainees and support staff undertake induction and this includes a meeting with their SENCo to explain the systems and structures in place around the Academy's SEND provision and practice.

- All teaching staff are welcome to attend a weekly open house meeting with the SENCo to discuss the needs of individual students.
- Each Academy SENCo regularly attends their Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND.

## Roles and responsibilities

- The Standards and Performance Committee SEND link Governor for each Academy, has a role in reviewing the SEND policy and raising awareness of SEND issues with other members of the governing body.
- SENCo has line management responsibility for support staff.
- Support staff have responsibility for providing individual SEND students with in-class support and in providing 1:1, small group and larger group intervention sessions to boost specific skills or targeted areas of need.
- Support staff act as key workers in monitoring the progress of SEND students, identifying students who need further intervention and liaising with teaching staff and families.
- Each Academy has a Designated Teacher for Looked After Children.
- The Trust also has a Safeguarding Manager and the Safeguarding Officer with each Academy having a Designated Senior Person for Safeguarding.

## Reviewing the Policy

- The Trust and Academy Governance reviews policies at regular intervals.
- It is recommended that the SEND policy is reviewed annually.

## Participation and Communication

- All students are given opportunities and are actively encouraged to participate in a wide range of extra-curricular activities including sports, homework clubs and study support.
- Within the curriculum they are expected to participate in a range of cultural activities, trips and visits, with support if necessary.
- Information about Academy events and student progress are available to all families via the Learning Gateway and social media platforms.
- Key staff can be contacted by email or telephone and personal appointments can be arranged by prior arrangement.

## Dealing with complaints

- If families have concerns about the welfare and progress of their child with SEND they must direct their initial concerns to the Academy SENCo.



- Regular meetings, both formal and informal, will help to keep families involved in the decision making process and ensure that their voices are heard.
- Any formal complaints with regard to the SEND process or practice at each of the Academies must be directed to the appropriate Academy Principal.

## Appendix 1

### Supporting students and families

#### Local Offers:

- Sandwell Local Authority's Local SEND offer is available here:  
<http://www.sandwell.gov.uk/send>
- Birmingham Local Authority's Local SEND offer is available here:  
[https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_send](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send)
- Dudley Local Authority's Local SEND offer is available here:  
<https://www.dudley.gov.uk/resident/localoffer/>

#### Policies:

- Shireland Collegiate Academy's SEND Information Report, Admission Arrangements and Accessibility Policy can be found here:  
[www.collegiateacademy.org.uk](http://www.collegiateacademy.org.uk)
- Thorns Collegiate Academy's SEND Information Report, Admission Arrangements and Accessibility Policy can be found here:  
[www.thornsca.org.uk](http://www.thornsca.org.uk)
- West Bromwich Collegiate Academy's SEND Information Report, Admission Arrangements and Accessibility Policy can be found here:  
[www.wbca.school](http://www.wbca.school)

#### Independent Advice and Support:

Contact details for each borough's Special Educational Needs and Disability Independent Advice and Support Service (SENDIASS) can be found here:

- Sandwell SENDIASS:  
<https://www.actionforchildren.org.uk/in-your-area/services/disability/sandwell-iass/>
- Birmingham SENDIASS:  
<https://www.birmingham.gov.uk/sendiaass>
- Dudley SENDIASS:  
<https://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/>