



**STROOD
ACADEMY**

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

	Name	Date
Prepared and Reviewed:	G Cox	April 2017
Agreed by Governor Committee:	Student Wellbeing	15 May 2017
Agreed by Governing Body:	Governing Body Meeting	14 June 2017
Document Title: Special Educational Needs and Disability		
Document Ref:	SA018	
Date of Next Review:	June 2018	

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

Definition of Special Educational Needs and Disability (SEND)

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Special educational provision means 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 LA.

A child or young person has a disability under the Equality Act (2010) that is ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. *SEN Code of Practice (2014, p5)*

The Aims of the Policy for Special Educational Needs and disability

- At the Strood Academy, we value all children equally
- We welcome children with special educational needs as part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum
- We are committed to improving outcomes through high aspirations and expectations for children and young people with SEND
- We recognise that some children need additional support to ensure access to the whole curriculum whilst in mainstream classes. We ensure that the needs of children are identified and assessed and that appropriate support strategies are provided. If additional specialist advice and support is necessary, the appropriate external agencies will be contacted
- We recognise the importance of early identification and assessment of children with special educational needs. In particular, parents know their child/children best and it is important that we listen and understand

when parents express concerns about their child's development. Additionally, we will listen to and address any concerns raised by children and young people themselves

- We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision-making about their special educational needs provision
- We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child
- Every teacher is a teacher of every child or young person including those with SEN

The name of the person who is responsible for co-ordinating the day-to-day provision of education for children with special educational needs and disability

The Co-ordinator for Special Educational Needs (SENCo), Mrs G Cox (NASENCo award), is the 'responsible person', working under the leadership of the Principal and the Governing Body. The SENCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual students with SEND, including those who have statements or EHC plans, specifically across KS4 and KS5. The assistant Co-ordinator for Special Educational Needs (aSENCo), Mr A Kent is designated to assist the SENCo with the day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN, including those who have statements or EHC plans, specifically across KS3. Mr A Kent is the designated teacher for children who are looked after (CLA).

The Senior Leadership advocate for the SENCo and aSENCo is Mr G Matthews (Assistant Principal for Inclusions).

The arrangements which have been made for co-ordinating the provision of education for children and young people with special educational needs and disability

The key responsibilities of the SENCo include:

- overseeing the day –to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN, including those who have Education and Health Care (EHC) plans
- liaising with the relevant designated teacher where a looked after student has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising and working closely with parents/carers of students with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the Academy keeps the records of all students with SEND up to date
- providing professional guidance and training opportunities to colleagues

Identifying Special Educational Needs.

Transitions between KS2 and KS3

The SENCo and aSENCo will liaise with SENCos from all feeder schools in the summer term prior to admission. The SENCo, aSENCo and Family Liaison Officer, visit local feeder schools to meet key members of staff to gather information about children with SEND. The Academy's College Pastoral Managers also visit local feeder schools to meet with prospective Year 7 students. Children in Year 7 (who do not have a specific professional diagnosis of SEN) will remain on the Academy's SEND register until reviewed in the light of assessment and attainment data. A small nurture transition group, is provided for socially vulnerable students who require additional support into KS3.

When invited, the SENCo, aSENCo, College Pastoral Managers and Family Liaison Officer also attend In School Reviews (ISR), Annual Reviews, Common Assessment Framework (CAF) meetings and Safeguarding reviews. These early collaborative partnerships enable staff at the Academy to gather a holistic view of the child, plan personalised interventions, recommend appropriate College and peer groupings and ultimately develop productive relationships with the children and their families.

When there has been no priory SEN need identified:

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Performance management processes and faculty reviews enable scrutiny of the quality of teaching for all students, including those at risk of underachievement.

Subject teachers, supported by Faculty Leaders and the Senior Leadership Team make regular assessments of progress for all students. These assist in identifying students making less than expected progress given their age and individual circumstances. The SEN Code of Practice (2014, 6.17) 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

The first response to such progress will be high quality teaching targeted at the student's areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCo, student and their parents/carers will use a graduated approach to gather evidence whilst putting into place interventions designed to secure better progress, where required.

In deciding whether to make special educational provision, the teacher and SENCo will consider information gathered within the Academy about the student's current levels of attainment, alongside national data and expected levels of progress. Additionally, early discussions with students and their parents/carers will enable a good understanding of the student's areas of strength and difficulty. This will allow agreement of outcomes to improve progress in learning and help determine the support that is required. Consideration will be given here, to whether support is additional to provision made generally to children of their age.

For higher levels of need, the Academy will draw on more specialised assessments and guidance from external agencies and professionals such as the Educational Psychology Service, Child and Adult Mental Health Service (CAMHS), Medway Physical and Sensory Service (PASS), Medway Autism Outreach, Bradfields Outreach, Learning Support Services, School Health and therapists (including speech and language therapists, occupational therapists and physiotherapists).

However support is provided, there will be a clear date for reviewing progress with the student, parent/carer, teacher and SENCo. The purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning. If it is decided that the student does have SEN, arrangements for appropriate special educational support will be made through the Academy's approach to SEN support.

SEN Support – A graduated approach

The SEND Code of Practice (2014) describes four broad categories of need:

Communication and Interaction: Children and young people with speech, language and communication need (SLCN). 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 ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction and may also experience difficulties with language, communication and imagination which may impact how they relate to others.

Cognition and Learning: Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties (SpLD) affect one or more specific areas of learning such as dyslexia, dyscalculia and dyspraxia.

Sensory and/or Physical needs: Some children 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. Children and young people with Vision Impairment (VI), Hearing impairment (HI), Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning or rehabilitation support. Some children and young people with a Physical Disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Social, Emotional and Mental health difficulties: A wide range of social and emotional difficulties can manifest themselves 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 children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

Where a student is identified as having SEN, action will be taken to remove barriers to learning and put effective special educational provision in place. The SEN support will take the form of a four-part cycle (the graduated approach), through which earlier decisions and actions are re-visited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

The graduated approach consists of the following actions:

- 1) **Assess:** The subject teacher, working alongside the SENCo, should carry out an analysis of the student needs, including:
 - teacher's assessment and experience of the student
 - previous progress and attainment
 - individual development in comparison to peers and national data
 - the views and experiences of parents
 - the student's own views
 - advice from external support services or professionals from social and health services if already involved

- 2) **Plan:** When providing a student with SEN support, the parents/carers will be formally notified. The teacher and SENCo will agree, in consultation with the parents/carers and student, the adjustments, interventions and support to be put into place, as well as the expected impact on progress, development or behaviour, with date for review. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Plans will seek parental involvement to reinforce or contribute to progress at home.
- 3) **Do:** The subject teacher will remain responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main subject teacher, they will still retain responsibility for the student. They should work closely with any teaching assistants or specialist support staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the subject teacher in further assessment of the child's strengths and weaknesses and advise on the effective implementation of support.
- 4) **Review:** The effectiveness of the support and interventions and their impact on student progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated along with the views of the student and their parents/carers. The subject teacher, working with the SENCo, student and parents/carers, will revise the support in light of the student's progress and development or removal from the SEN register. Where a student has a statement or EHC plan, the review process will occur during the annual review meeting.

Requesting an Education, Health and Care (EHC) needs assessment

Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the Academy, Health Care, Social Care, parents/carers or young person (over the age of 16) should consider requesting an Education, Health and Care (EHC) needs assessment. To inform its decision, the local authority will expect to see an evaluated School Based Support Plan that has been in place for at least 4 terms as part of SEN support.

The Common Assessment Framework

Where a student has unmet needs which are unclear, the school may initiate the Common Assessment Framework.

The Common Assessment Framework (CAF) is a key part of delivering frontline services that are integrated and focused around the needs of children and young people. The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services in England.

The CAF will promote more effective, earlier identification of additional needs, particularly in universal services. It is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development. Practitioners will then be better placed to agree, with the child and family, about what support is appropriate. The CAF will also help to improve integrated working by promoting co-ordinated service provision.

The usual outcome of CAF is a Team Around the Child meeting (TAC) which is the group of people (often from a range of agencies) who work together, with the parents, to identify an action plan to meet the student's needs. This meeting is facilitated by the Lead Professional, someone chosen by the parents to co-ordinate the team.

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- (for those students with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Supporting students and families

An Information report about provisions offered for children and young people with SEND can be found on the school's website, within the faculty page for Student Support and Well Being (SSWB):
http://www.stroodacademy.org/faculties/student_services

Students and their parents/carers can find additional guidance and support through Medway Council's local offer:

<http://www.medway.gov.uk/childrenandyoungpeople/senanddisabilities.aspx>

Accessibility and support for students with medical conditions

Strood Academy recognises that students at school with medical conditions should be appropriately supported to ensure they have full access to education, including after school clubs, cultural activities, school trips and physical education. Children and young people with medical conditions will have an individual health care plan which is shared with all Academy staff.

Some children with medical conditions may be disabled and where this is the case, the Academy will comply with its duties under the Equality Act (2010). Strood Academy is fully accessible for disabled students. Strood Academy has qualified first-aiders across the school. Computers and laptops are available within each faculty area for children with communication difficulties, specific learning difficulties or temporary disabilities where available.

Children and young people with temporary disabilities can also access a support room provision.

Some students with medical conditions may have special educational needs or a statement or EHC plan which brings together education, health and social care needs. Statutory practice will be followed as outlined in the SEND Code of Practice (2014)

Children and young people with SEND are regarded as full members of the community and provision is inclusive. Children and young people have full access to the environment, resources, staff and activities.

Arrangements made relating to the treatment of concerns and complaints from parents of children with special educational needs concerning the provision.

Any concerns or complaints about SEND provision should be initially addressed to SENCO who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should pass to the first level of the general complaints procedure.

The admission arrangements for students without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Provision for children with special educational needs

Additional support is available to provide one-to-one or small group tuition for children with a Statement of Special Educational Needs, also for students with an identified specific Learning difficulty.

In Key Stage 3, students with delayed literacy skills will work in small groups for English.

Children with a Statement of Special Educational Needs, or identified special needs, will receive in-class support from a Teaching Assistant.

Children with special educational needs benefit from small, ability-set groups in Mathematics and English throughout KS3 and 4 where staffing allows.

Children with special educational needs may be disapplied from MFL in Key Stage 3.

In Key Stage 4, students have the opportunity to take a double or single GCSE Science option.

During internal examinations, children with special educational needs are withdrawn to receive a high level of support for reading question papers/recording their answers.

Children with EAL, who also have special educational needs, will receive either in-class support or individual tuition, as deemed necessary, from the specialist Teaching Assistants.