



STROOD ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

	Name	Date
Prepared and Reviewed:	G Cox	May 2020
Document Title: Special Educational Needs and Disability		
Date of Next Review:	June 2021	

Date	Version No	Brief Detail of Change
14/06/18	1.1	Minor changes such as Job Titles.
20/05/19	1.2	Exam concession sentence rewritten.
15/05/20	1.3	Minor changes.

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

Children and Families Act 2014

SEN Code of Practice 2015

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 of compulsory age 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 (2015, p 15)*

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 SEND definition. *SEN Code of Practice (2015, p16)*

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 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 SEN
- 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. We will listen to and address any concerns raised by children and young people themselves. Additionally,

parents know their child best and it is important that we listen and understand when parents express concerns about their child's development.

- 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

Special Educational Needs Coordinator (SENCo)	Mrs G Cox (NASENCo award)
Assistant Special Educational Needs Coordinator	Mr A Kent - designated teacher for children who are looked after (CLA)
Senior Leadership for Special Educational Needs	Mr G Matthews
Governor for Special Educational Need and Disability	Mr D Gwilliam

The arrangements which have been made for coordinating 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 SEND policy
- coordinating 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 SEND
- 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 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 SEN up to date
- providing professional guidance and training opportunities to colleagues

Identifying Special Educational Needs.

Transitions between educational settings.

The Academy has a robust transition process, where they collaborate with all feeder schools to gather information on students with SEN. This includes;

- Primary transitional meeting for all students
- Transitional Annual review
- In school reviews
- CAF- Common Assessment Framework
- Safeguarding concerns
- Post 16

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 prior SEND need identified:

Teachers are responsible and accountable for the progress and development of all students in their class.

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 (2015, pg 95 - 6.17) states, 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, reasonable adjustments is the first step in responding to students who have or may have SEN.

Where progress continues to be less than expected, by following the graduated approach, collaboration between the SENCo, teachers, students and their parents/carers will address areas of concern to support and allow students to meet their full potential.

SEND Support – A graduated approach

To give an overview of the range of needs that the Academy should plan for, the SEND Code of Practice (2015) 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 ongoing 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 Hyperactivity Disorder (ADHD) or Attachment Disorder.

Where a student has been identified, 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.

Special Educational Needs is NOT:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

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.

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 EHC plan, the review process will occur during the annual review meeting.

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, NELFT - Medway Young Persons' Wellbeing Service, 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).

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, parents/carers or young person (over the age of 16) should consider requesting an Education, Health and Care (EHCp) 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, which incorporates the Graduated Approach.

The Common Assessment Framework (CAF)

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

The CAF:

- is a key part of delivering frontline services that are integrated and focused around the needs of children and young people.
- 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.
- will promote more effective, earlier identification of additional needs, particularly in universal services.
- intends 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.
- ensures, practitioners will then be better placed to agree, with the child and family, about what support is appropriate.
- will also help to improve integrated working by promoting coordinated 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 coordinate 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 students who have an EHCp, will monitor and review reaching their targets and successes during annual reviews and teacher-parent meetings.

Supporting students and families

An Information report about provisions offered for children and young people with SEN at Strood Academy, can be found on the Academy's website. 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>

Supporting Staff -Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, the Academy has a robust training programme for all staff. This includes:

- All teaching and support staff undertake induction, which includes training around the Academy's systems and structures the schools SEND provision.
- Whole school training on covering the four broad areas of need.
- Professional Meetings with specific teaching staff to highlight an individual's needs and cascade bespoke strategies of support.
- Performance Management
- LAT Teach Programme
- SENCo regularly attends network meetings within Leigh Academies Trust, as well as the Local Authority and local support groups.

Accessibility and support for students with medical conditions

Strood Academy recognises that students with SEN or 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 a medical condition will have an individual medical 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.

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 regarding SEN provision, should be initially addressed to the SENCo, who will respond by meeting with the parents/carers. If unresolved, then the complaint should be passed to the member of the Senior Leadership team responsible for overseeing SEN.

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