



# Special Educational Needs and Disability Policy September 2020

Office use

<b>Published:</b> September 2020	<b>Next review:</b> September 2021	<b>Statutory/non:</b> Statutory	<b>Lead:</b> Clare Stones- Assistant Principal
<b>Associated documents:</b>			
<ul style="list-style-type: none"> <li>Special Educational Needs and Disability (SEND) Code of Practice 0-25 years January 2015</li> </ul>		<ul style="list-style-type: none"> <li>Part 3 of the Children and Families Act 2014</li> <li>Section 69 the Children and Families Act 2014</li> </ul>	
<b>Links to:</b>			
<ul style="list-style-type: none"> <li><a href="http://www.gov.uk/government/collections/statutory-guidance-schools#special-educational-/-health-needs">www.gov.uk/government/collections/statutory-guidance-schools#special-educational-/-health-needs</a></li> <li><a href="http://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities">www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities</a></li> <li>SEND Local Offer <a href="http://www.nottinghamshire.SENDlocaloffer.org.uk">www.nottinghamshire.SENDlocaloffer.org.uk</a></li> </ul>			

## Contents

1	Disabled people and young children .....	3
2	Scope and purpose.....	4
3	Roles and responsibility for the co-ordination of SEND provision .....	6
4	Arrangements for co-ordinating SEND provision .....	6
5.	Admission arrangements .....	7
6.	Identification of students' needs .....	8
7.	Access to the curriculum, information and associated services .....	11
8	Inclusion of students with SEND .....	12
9.	Evaluating the success of provision .....	12
10.	Complaints procedure .....	13
11.	In-service training (CPD) .....	13
12.	Links to support services .....	13
13.	Working in partnerships with parents.....	14
14.	Links with other agencies and voluntary organisations .....	14
15.	Review of the policy .....	15

# 1 Disabled people and young children

1.1 Many children and young people who have SEN may have a disability under the Equality Act 2010 that 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".

"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.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition. Code of Practice 2014.

It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person in this context is a person over compulsory academy age and under 25.

1.2 Definitions of special educational needs and Disabilities (SEND) taken from Section 20 of the Children and Families Act 2014

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory academy age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age
- or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions

A child under compulsory academy age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.3 The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from 1st September 2014. A SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.gov.uk/government/collections/statutory-guidance-schools#special-educational-/-health-needs](http://www.gov.uk/government/collections/statutory-guidance-schools#special-educational-/-health-needs)

1.4 One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

1.5 This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **2 Scope and purpose**

2.1 The academy aims to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

2.2 High aspirations

- a. To raise aspirations, motivate & inspire people to reach their full potential and to experience success
- b. To identify talent in everyone & to provide a stimulating environment in which to develop
- c. To encourage imagination, resourcefulness and responsibility

2.3 High expectations

- a. To promote high expectations through combating complacency, encouraging positive attitudes and setting challenging targets
- b. To meet the academic, personal & social needs of students in preparation for adult life and the world of work

#### 2.4 Teamwork

- a. To promote good teamwork, high levels of co-operation and respect for others
- b. To play an integral part in the life of the local community

#### 2.5 Objectives

- a. Identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder prior to the child's entry into an Academy.
- b. Monitor the progress of all students. In order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- c. Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and teaching staff and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- d. Work with parents. To gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for students within all of our academy as a whole, and the effectiveness of the SEND policy and NCEA SEND work.
- e. Work with and in support of outside agencies when the students' needs cannot be met by the academy alone.
- f. The academy aspires to create an environment where students feel safe to voice their opinions of their own needs. This means providing one-to-one meetings between students and their teacher/ SENCo and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in academy life.

### **3 Roles and responsibility for the co-ordination of SEND provision**

3.1 The person responsible for overseeing the provision for children with SEND in the academy will be the SENCo

The academy has:

- A team of highly skilled and professional teaching assistants and behaviour mentors to support faculties
- A team of experienced staff to support literacy across the curriculum
- Highly skilled teams of outside agencies who support individual needs

### **4 Arrangements for co-ordinating SEND provision**

4.1 The SENCo will hold details of all SEND Support records such as SEND reviews, or alternatives or structured conversations and subject targets for individual students.

4.2 All staff have access to:

- a. The academy SEND Policy
- b. A copy of the full SEND Register and other academy documents used for tracking this cohort
- c. Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans)
- d. Information on individual student's special educational needs, including action plans, targets set and copies of their SEND reviews or alternative records of targets set/outcome monitoring
- e. Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- f. Information on the staff IT system on individual students and their special needs and requirements
- g. Access to information on current legislation and SEND provision
- h. Information available through Nottinghamshire's SEND Local Offer, and the local offers for surrounding county's

This information is made accessible to all staff and parents via all the academy website, in order to aid the effective co-ordination of the SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students.

## **5. Admission arrangements**

5.1 The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please see the academy Admissions Policy.

Transition between the Academy feeder primary and non-primary academies always commence prior to the last week of Summer Term. For students with identified SEND, this transition may commence much sooner.

### 5.2 Specialist SEND provision

NCEA has a diverse number of students with SEND and a dedicated team of professional staff who specialise in SEND provision and support. NCEA is committed to whole academy inclusion.

### 5.3 Facilities for students with SEND

NCEA comply with legal and relevant accessibility requirements and have a range of SEND facilities in place; please see the NCEA Access Policy. This includes:

- a. Physical environments (lifts, lighting, wheelchair access, acoustic tiling)
- b. Assistive technology
- c. Increased access to the curriculum and assistance during examinations

### 5.4 Allocation of resources for students with SEND

All students with SEND will have access to Element 1 and 2 of an Academy's budget which equates to £6,000. Some students with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Academies.

The Family of Academies comprises of a secondary academy and its feeder primary academies. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Academies. The Family SENCo will refer individual applications to a multi-agency panel (Springboard), which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

## **6. Identification of students' needs**

### 6.1 Identification

See definition of Special Educational Needs and Disability at 1.2

### 6.2 A graduated approach: Quality First Teaching

Any students who are falling significantly outside of the range of expected academic achievement in-line with predicted performance indicators and grade boundaries will be monitored.

- a. Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- b. The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
- c. The SENCo will be consulted as needed for support and advice and may wish to observe the student in class
- d. Through (b) and (c) it can be determined which level of provision the student will need going forward
- e. If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary
- f. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the academy
- g. The student is formally recorded by the academy as being under observation due to concern by parent or teacher, but this does not place the student on the academy's SEND list. Parents are given this information. It is recorded by the academy as an aid to further progression and for future reference



- h. Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made

### 6.3 SEND Support

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the student's record. The aim of formally identifying a student with SEND is to help academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- a. Assess
- b. Plan
- c. Do
- d. Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grow. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

### 6.4 Assess

This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### 6.5 Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### 6.6 Do

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem-solving and advising of the implementation of effective support will be provided by the SENCo.

#### 6.7 Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SENCo will revise the support and outcomes based on the student's progress and development, making any necessary amendments going forward, in consultation with parents and the student. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

#### 6.8 Referral for an education, health and care plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the Academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application will combine information from a variety of sources, including:

- a. Parents
- b. Teachers
- c. SENCo
- d. Social Care
- e. Health professionals

Information will be gathered in an initial assessment process relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. If assessment criteria has been met, it will then pass for a decision to be made by a group of people

from education, health and social care about whether or the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

or by speaking to an Education, Health and Care Plan Co-ordinator on:

<https://www.nottinghamshire.gov.uk/care/childrens-social-care/integrated-children-s-disability-service>

0115 804 1275

or by contacting Ask Us (formerly Parent Partnership) on:

0115 804 1740

## 6.9 Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the student's needs are not being met by the support that is ordinarily available. The Academy and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the academy named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## 7. Access to the curriculum, information and associated services

7.1 Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the Academy as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

7.2 Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the student's parents for other flexible arrangements to be made.

The academy will:

- a. Keep staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- b. Provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Academy staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
- c. Make use of all class facilities and space
- d. Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- e. Ensure that individual or group tuition is available where it is felt that students would benefit from this provision
- f. Any decision to provide group teaching outside the classroom will involve the SENCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- g. Set appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels

## **8 Inclusion of students with SEND**

8.1 The SENCo oversees the academy's Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the Academy.

8.2 The academy curriculum is regularly reviewed by the Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

8.3 The academy will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and any others that are relevant to the academy.

## **9. Evaluating the success of provision**

9.1 In order to make consistent continuous progress in relation to SEND provision the academy encourages feedback from staff, parents and students throughout the year by contact with the SENCo or through the academy website. Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

9.2 There is a formal evaluation of the effectiveness of the academy SEND provision and policy. The evaluation is carried out by the SENCo, Principal and SEND Governor. Information is gathered from different sources such as student and parent surveys/teacher and staff surveys/parents' evenings/consultation evening/feedback forms/academy forums. This will be collated and published by the governing body of each Academy on an annual basis in accordance with section 69 of the Children and Families Act 2014.

## **10. Complaints procedure**

10.1 If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, who will be able to advise on formal procedures for complaint. For formal complaints please see the academy Complaints Policy and procedure.

## **11. In-service training (CPD)**

11.1 NCEA aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

11.2 The SENCo attends relevant SEND courses, Family SEND meetings and facilitate/signposts relevant SEND-focused external training opportunities for all staff.

11.3 The academy recognises the need to train all staff on SEND issues and funding is available to support this professional development. The SENCo, with the Senior Leadership Team ensure that training opportunities are matched to individual Academy development priorities and those identified through the use of provision management.

## **12. Links to support services**

12.1 NCEA continues to build strong working relationships and links with external support services in order to fully support SEND students and aid inclusion.

12.2 Sharing knowledge and information with support services is key to the effective and successful SEND provision within NCEA. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the Academy SENCo, who will then inform the student's parents.

12.3 The following services will be involved as and when necessary:

- a. Educational Psychologist
- b. Family Services
- c. Schools and Family Support Services

- d. Early Help Desk

### **13. Working in partnerships with parents**

13.1 NCEA believes that a close working relationship with parents is vital in order to ensure:

- a. Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b. Continuing social and academic progress of children with SEND
- c. Personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports and parent evenings.

13.2 In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCo may also signpost parents of students with SEND to the local authority Ask Us service where specific advice, guidance and support may be required.

13.3 If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The academy's SEND Governor may be contacted at any time in relation to SEND matters.

### **14. Links with other agencies and voluntary organisations**

14.1 NCEA invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- a. Education Psychology Service
- b. Early Help / Social Care
- c. Family Services
- d. Speech and Language Service
- e. Schools and Family Support Services
- f. 0-19 Healthy Family Team (School nurse)

14.2 SEND Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

14.3 In cases where a student is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency or through Springboard meetings. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## **15. Review of the policy**

This policy is reviewed annually by NCEA and we will monitor the application and outcomes of this policy to ensure it is working effectively.