



Special Educational Needs and Disability Policy

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SIGNATURES:

Principal	J. S. Bridges
Chair of Governors	H. Mottram

RATIONALE

Students with Additional Needs and Disabilities (SEND) are those who experience difficulties which significantly affect their ability to cope with some aspects of their education and school life.

The new Code of Practice (2014) provides an overview of the range of needs which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/ or Physical Needs.

Some students may have more than one area of need. These students will require additional support, provision and resources in order to fully access their curriculum and participate fully in the life of the Academy. These difficulties may be short or long term and relate to the whole ability and age range.

This policy complied with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 2014 and Equality Act 2010; advice for school DFE Feb 2013).

KEY PRINCIPLES

Students experiencing SEND have the right to access the same broad, balanced and relevant curriculum and range of educational opportunities as all other students. The Academy acknowledges that SEND may not be simply a reflection of students' difficulties to learn or cope, but may be related to factors within the Academy which prevent progress or exacerbate particular problems.

This SEND policy details how the Academy will ensure that the necessary provision is made for any student who has additional needs and that those needs are made known to all who are likely to teach them. The Academy will use its best endeavours to ensure that teachers in the Academy are able to identify and provide for those students who have additional needs in order to facilitate inclusion appropriate to their abilities. This is included in the Academies Act 2010, and covered by the 'Children and Families Act' September 2014.

At Castle View Enterprise Academy we aim to offer equal opportunities to all students taking into account their needs and abilities. In doing so we:

- Aim to offer students the opportunity to access learning resources across and beyond the curriculum by ensuring that they have strategies to cope with those resources and that those resources are accessible to all.
- Aim to ensure that a variety of teaching and learning styles and opportunities are available across the curriculum to ensure appropriate access for all.

- Aim to provide appropriate intervention strategies in order to ensure that all students reach their full potential.
- Aim to promote effective partnerships with parents and other professionals.
- Aim to meet the 'Children and Families Act' September 2014.

All stakeholders, including parents, families and students have been consulted formally via review and surveys and informally to feedback into both the policy and the practice.

ROLES AND RESPONSIBILITIES

The Academy takes account of guidance in the Additional Needs Code of Practice (2001) and the Equality Act of 2011 recognises that in order to fulfil its statutory obligations in meeting SEND within the Academy various strands or responsibility exist. The Academy recognises they must:

- Have a duty to work with local authority and health services to provide assistance and support;
- Parents and young people, entitled to have choice over their support;
- Local Offer.

THE ROLE OF THE PRINCIPAL

The Principal has responsibility for the day-to-day management of all aspects of the Academy's work, including provision for students with SEND. The Principal keeps the Governing Body fully informed and works closely with the Special Educational Needs Coordinator (SENCO).

THE ROLE OF THE ACADEMY GOVERNING BODY

The Academy Governing Body, in co-operation with the Principal, determines the Academy's general approach to provision with SEND and establish the appropriate staffing and funding arrangements. It maintains a general oversight of the Academy's work and reports to parents annually on the Academy's SEND policy. A link Governing Body Member has responsibility for SEND.

THE ROLE OF THE SENCO

The SENCO, in collaboration with the Senior Leadership Team, plays a key role in helping to determine the strategic development of the SEND policy and provision in the Academy to

identify students with difficulties and to raise the achievement of students with SEND. The key responsibilities of the SENCO are:

- Overseeing the day-to-day operation of the Academy's SEND policy;
- Liaising with and advising fellow teachers;
- Managing the SEND staff team;
- Coordinating provision for students with special educational needs;
- Overseeing the records on all students with special educational needs;
- Liaising with parents of students with special educational needs;
- Contributing to the in-service training of staff;
- Liaising with external agencies included within the Local Offer;
- Coordinating reviews and Annual Statutory Reviews of students with SEND.

THE ROLE OF THE DIRECTOR OF SUBJECTS

The Director of subjects and tutor team monitor the progress of the students within their year groups bringing to the attention of the SENCO any who are failing to make adequate progress or who have social, emotional or mental health difficulties which are affecting their education by:

- Regular monitoring of academic progress using the Academy's assessment, recording and reporting procedures;
- Regular monitoring of behaviour using the Academy's behaviour recording system;
- Providing information on students as required by the SENCO;
- Participation in profile/provision and Annual Statutory Reviews;
- Dissemination of information relevant to meeting the needs of students with SEND.

STAFFING, ACCOMMODATION AND RESOURCES FOR SEND

The SEND Department is staffed by one full-time SENCO, two HLTA's and four support assistants. There is a year 7 nurture group for vulnerable students which is staffed by specialist SEN teacher. Resources are regularly updated to provide activities to cater for a range of individual learning programmes. There is a selection of reproducible materials relating to reading, writing, spelling and motor-skills. This is supplemented with games and other boxed activities. A range of purchased reading schemes are used as well as a selection of 'real' books. The department has LEXIA, BKSB, Code X and Accelerated Reader. Some students are also catered for in 'nurture units' which are managed by lead teachers. These exist in year 7 and some of in year 8 and there are 'moving' versions in Year 9 - 11 in non-option subjects.

IMPLEMENTATION OF THE ADDITIONAL NEEDS POLICY

- Initial identification of SEND students occurs through liaison with feeder primary schools. The SENCO meets with the Year 6 teachers, primary SENCOs and principals in the summer term prior to transfer. The SENCO also works closely with the school's primary liaison teacher both before transfer and once the students enter Year 7. The primary liaison teacher is invited to attend the final review of any students with statements of SEND prior to transfer. The SENCO may also attend these reviews if requested by the primary school or by parents. Attendance at these meetings provides an opportunity to meet with parents and the student and to begin planning for any particular provision required.
- It is essential that it is recognised that which is not SEN but may impact on progress and attainment i.e. Disability (the Code of Practice outlines the 'reasonable adjustment' duty provided under current Disability Equality legislation, these alone do not constitute SEN:
 - Attendance and punctuality
 - Welfare
 - EAL
 - PP
- A student may transfer to Castle View Enterprise Academy having already had his/her SEND identified, or a student's SEND may emerge as a result of our own assessment procedures. Alternatively a need may arise as a result of illness, an accident, or changed family/home circumstances.
- All students have full access to a balanced and broad based curriculum, unless modification, exemption or disapplication procedures arise through a student's Education and Health Care Plan of SEND or because they are subject to Progressional Guidance.
- On entry to the Academy all students take the Suffolk Reading Test and the Vernon Spelling Test. The results from these tests, along with Key Stage 2 data provides a baseline of assessment information which assists in the identification of students with SEND and is also used for banding purposes.
- The SENCO circulates information about students with SEND prior to the start of the academic year; more information and profiles are distributed after the October half-term when more detailed information about their individual learning needs in this Academy context is known.
- Students with SEND are entered onto the Academy's SEND register. This is reviewed annually with the Directors of Learning and amended where necessary. This review, in the summer term usually coincides with a review meeting with parents where appropriate.

Students may be entered onto the register or have their SEND stage changed at any time during the year as need arises. The support given by the school is provided in the cycle of Assess, Plan, Do, Review to monitor the students on the register and provide for their specific needs. The Academy has a referral system which enables curriculum and pastoral staff to register concerns and request input by the SENCO.

- Students who are referred to the SENCO are given additional assessment as appropriate. Parents are consulted about placement on the SEND register, and are kept informed about additional provision which is made available in Academy. The Academy recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them.
- All parents of students with additional needs will be treated as partners and given the necessary support to play an active and valued role in their child's education Coordinated Care Plans.
- Coordinated Care Plans and provision maps outlining the nature of a student's difficulties, provision to be made, intervention strategies to be employed, and specifying up to 4 individual targets are prepared for all students receiving SEND Support. For all Students with SEND subject teachers are expected to identify strategies, resources and success criteria to enable students to achieve the targets set within their particular subject. In classes where there are high numbers of students with basic skills difficulties it may be more appropriate for subject teachers to produce a group programme. Provision mapping is consolidated throughout the Academy. Coordinated Care Plans are reviewed at 3, 6, and 12 monthly intervals.
- Subject teachers are required to evaluate the success of the Coordinated Care Plans and determine whether the targets have been met. The SENCO monitors and reviews the Coordinated Care Plans and makes any amendments. Parents are encouraged to contribute to this process by making an appointment to meet with the SENCO at Parent's Evenings. Parents are also invited to attend the end of year review with the SENCO and Director of Learning so that decisions can be made relating to future stage placement students who have a Education and Health Care Plan of SEND also have an Annual Statutory Review meeting which is conducted in line with the Code of Practice and LEA procedures. Early help assessment Referral forms as used as required.
- Students with SEND have support during Key Stages 3 and 4, principally in English, Maths and Science, thus enabling them to access the curriculum. Depending on staff availability some groups of students are also supported in additional lessons. Teachers and Learning Support Assistants provide the support, which is allocated according to numbers of students with SEND and requirements as specified on Students' Coordinated Care Plans. Where possible staff work consistently with

particular groups of students in order to provide a link between subjects and facilitate a cohesive approach to the implementation of the Coordinated Care Plans.

- Students with learning difficulties also receive additional support with their literacy skills through programmes of work which are delivered as withdrawal sessions. Students work either individually or in small groups for up to two sessions a week. The Academy provides a range of intervention programmes to which students are allocated to individual need. Students following these programmes are given an individual literacy plan which supports their provision map.
- Students in Year 7 and 8 may follow a Study Skills programme for the whole of their first two years. This includes the teaching of the National Literacy and Numeracy Strategy Progress/Catch-up Units and Study Skills in Intervention Programme.
- Support for students at Key Stage 4 can be in-class support; although provision is also made to support individual year 11 students with coursework as need arises.
- Special Arrangements for national tests are organised for all students covered by the Disability Act. Where possible students are also supported for internal assessments.
- The Academy aims to provide a flexible range of strategies and provision for meeting SEND; as well as individual programmes and in-class support access to outside agency support is also available where appropriate.
- Department policies are required to state how they intend to ensure that students with SEND can access the curriculum and lesson planning should evidence employment of a range of differentiated strategies and resources as well as outlining how additional support is to be utilised.
- All staff are provided with a student support information booklet which gives advice and guidelines on making provision for students with a range of special needs.
- Parents are encouraged to become involved by attendance at review meetings. These reviews take place every 3, 6, and 12 months.
- The SENCO ensures that the recommendation of Education Health and Care Plans are implemented.
- The SENCO maintains up-to-date and meaningful records for all students identified as having SEND.
- The Academy provides in-service training relating to SEND as appropriate and as the need arises.

- If students difficulties are extreme they may be referred for an Education Health and Care Plan.

SUPPORTING STUDENTS AND FAMILIES

- Parents may access the Local Authority Local Offer on the Sunderland Council Website, a link to this can be found on the school website.
- School Information Report provides details of current provision which is accessible on the Academy website.
- Castle View Enterprise Academy is committed to a multi-agency approach as detailed within the School Information Report.
- Castle View Enterprise Academy is committed to inclusive education and the policy for admission arrangements is available on the Academy website.
- Special Exam Arrangements are available according to current JCQ regulations and administered via the exams officer and SENCO.

MONITORING AND EVALUATION OF SEND

The Academy regularly and carefully monitors and evaluates the quality of provision for all student through regular audits, surveys, student voice and impact. The SEN Governor plays a key role in this process. This evaluation promotes an active process of continual review and improvement of provision for all students.

TRAINING AND RESOUCES

SEN is funded from the Academy budget and is supplemented by 'Individuals top up' funding. Staff training is identified according to staff and student need, for example if new concerns arise training is accessed i.e. increases in brain injured students.

All staff are encouraged to undertake training and development to develop provision to respond to the strengths and needs of all students. Staff induction includes detailed discussions around SEN provision, support and individual needs.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Students who have medical conditions may also have special educational needs and their Coordinated Care plan will support and extend their Medical Care Plan. Please read 'Supporting Students with Medical Conditions' policy.

ROLES AND RESPONSIBILITIES

SEN Governor -	Mrs L. Perry
SENCO -	Miss C. Hornsby
SEN Teaching Assistants -	Ms V. Convery Miss V. Heselton Mr P. Kelly Mrs A. Payne
HLTA -	Miss J. Heslop Mrs M. Robson
Child Protection Officers -	Miss G. Woollett (lead) Mrs K. Steel Mr A. Evans Miss J. Barker
LAC Officer - LAC mentor-	Miss G. Woollett Mrs J. Smith
Medical Needs Officer -	Miss V. Heselton
Specialist SEN Teachers -	Mrs L. Diamond Mrs K. Steel

STORING AND MANAGING INFORMATION

Please see Academy Data Storage Policy.

DEALING WITH COMPLAINTS

Any complaints can be made directly to Miss Hornsby, SENCO or Mrs J Bridges Principal or the Complaints Policy can be accessed on the Academy website.

EVALUATING AND REVIEWING THE SEND POLICY

The success of the policy can be measured against the statements above. The policy is reviewed annually taking into account changes within the Academy and with reference to new

statutory guidelines and policy, and amended as appropriate. This is done by the SENCO in conjunction with the Principal and the SEND link Governor. This policy is reviewed annually or in the light of any changes to the law or to Sunderland Local Authority guidance.

This policy is updated and should be read alongside:

- **Robust Academy Recruitment and Selection policy**, inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, qualifications, right to work in the UK), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition checks for teachers since 2013) and supervision of those who don't meet this requirement;
Clear recruitment procedures which embeds safeguarding across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance;
Trained panel members who ensure that the policy works in practice in all recruitment and selection within the Academy;
Academy Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2015 and Working Together 2015.
- **Staff Behaviour Policy (Code of Conduct) Guidance for Safer Working Practices for Adults who Work with Young People.** The Academy will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults;
The Academy will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour Policy** – inclusive of the Use of Reasonable Force.
- **Child Protection Policy.**
- **Anti-Bullying Policy/Cyber Bullying.**
- **The Academy's Educational Visits/Off Site Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the Academy when undertaking school trips, visits or pupils being creatively educated.
- **Supporting students with medical conditions**

- **Attendance Management policy**, school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the Academy admissions register.
- **Complaints Policy.**
- **Dealing with allegations against staff**
- **Looked after Children Policy** inclusive of named LA teacher whose role is to champion the achievement of LAC in your schools and work closely with the DSL.
- **Single Equality Scheme.**
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

