



# Special Educational Needs and Disability Policy

<b>Author's Name</b>	C Hornsby, SENCo
<b>Date Written</b>	November 2018
<b>Review Date</b>	Academic Year 2019/20

<b>Date Ratified by Governing Body</b>	29 <sup>th</sup> March 2019
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***SIGNATURES:***

<b>Principal</b>	
<b>Chair of Governors</b>	

## **RATIONALE**

Castle View Enterprise Academy is committed to providing an appropriate and high quality education for all. We believe that all pupils, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream Academies

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream Academies.

The policy, along with the information report, is based on the statutory Special Educational needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out the Academies responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out Academies responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The 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. The Academy currently provides for students who 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. At CVEA the aim is to identify these needs as they arise and provide teaching and learning contexts which enables every child to achieve to his or her full potential.

## **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.

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.

## **ROLES AND RESPONSIBILITIES**

The Academy takes account of guidance in the Code of Practice (2014) and the Equality Act (2010) recognises that in order to fulfil its statutory obligations in meeting SEND within the Academy's 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.

Arrangements for coordinating SEND provision can be found in the SEND information report for parents on the school website.

## **THE ROLE OF THE PRINCIPAL- Mrs Bridges**

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the Academy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **THE ROLE OF THE ACADEMY GOVERNING BODY- Mrs L Perry**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the Academy and update the governing board on this
- Work with the principal and SENCO to determine the strategic development of the SEN policy and provision in the Academy

## **THE ROLE OF THE SENCO- Miss C Hornsby**

They will:

- Work with the Principal, Senior Leadership Team and SEN governor to determine the strategic development of the SEN policy and provision in the Academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the principal and governing board to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the Academy keeps the records of all pupils with SEN up to date
- Manage and deploy the SEND staff team

## **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.

## **THE ROLE OF THE CLASS TEACHERS**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The next sections of this policy give an overview of the information report, please see this document for more detail.

## **IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEEDS**

The SENCO meets with Year 6 teachers, primary SENCOs and/ or principals in the previous two terms prior to transfer. Reviews are attended at the primary school where required. The Academy will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

It is essential that it is recognised that which is not SEN but may also impact on progress and attainment i.e. 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.

## **CONSULTING AND INVOLVING PUPILS AND PARENTS**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support. Parents, and where appropriate students, are invited to reviews of the co-ordinated care plans.

## **ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Subject teachers and support staff will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Assessment through alternative tools such as PIVATS where required

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD**

We will share information with the Academy, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Transition meetings and visits are arranged where required, with staff from CVEA supporting families with visits to alternative provisions where necessary. All teaching staff receive co-ordinated care

plans and student passports at the beginning of each year to support pupils moving between phases in school. All pupils and parents are offered an appointment with Connexions in year 11 to help pupils preparing for adulthood, where possible Connexions attend SEN reviews in year 11.

## **OUR APPROACH TO TEACHING PUPILS WITH SEN**

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Students on the SEND register will also be assessed for a range of interventions and technologies, these include but are not exclusively:

- LEXIA
- BKSB
- Workshark
- Access to MIND
- Social skills
- Friendship group
- SEAL
- Spelling
- MINDVIEW
- Clicker 7
- 1:1 reading and literacy skills
- Mentoring
- ELKLAN

## **ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, nurture groups in year 7 and 8
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. which are identified on SEND pupils

The Academy works with the following agencies to provide support for pupils with SEN:

- Autism Outreach
- Educational Psychologist
- Paediatrics
- Language and Learning
- CAMHS
- CYPS

- Medical and Disability Team
- MIND
- Salt and Language Therapy
- Occupational Therapy
- School nurse

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

## **EFFECTIVENESS OF SEN PROVISION**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half term/ termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

## **STAFFING, ACCOMMODATION AND RESOURCES FOR SEND**

The SEND Department is staffed by one full-time SENCO, one HLTA and four support assistants. There is a year 7 and year 8 nurture group for vulnerable students which are staffed by specialist SEN teachers. 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.

- All students have full access to a balanced and broad-based curriculum, unless modification, exemption or disapplication procedures arise through a student's Education Health and Care Plan of SEND.
- 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 and amended where necessary. Students, parents and appropriate professionals are invited to the meetings.
- 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, and can use the individual student passports to support with this. 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. 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 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.
- 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 student's 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 RESOURCES**

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
Assistant SENCO-	Mrs L. Diamond
SEN Teaching Assistants -	Miss V. Heselton Mr P. Kelly Mrs E. Meek Mrs A. Payne
HLTA -	Mrs M. Robson
Child Protection Officers -	Miss G. Woollett (lead)
LAC Officer -	Miss G. Woollett
Medical Needs Officer -	Miss V. Heselton
Specialist SEN Teachers -	Mrs L. Diamond Miss L. Miller

## **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:

- Safer Recruitment
- Staff Behaviour Policy (Code of Conduct) Guidance for Safer Working Practices for Adults who Work with Young People.
- Behaviour Policy – inclusive of the Use of Reasonable Force.
- Positive Handling Policy
- Child Protection Policy.
- Anti-Bullying Policy/Cyber Bullying.
- The Academy's Educational Visits/Off Site Policy
- Supporting students with medical conditions
- Attendance Management policy
- Complaints Policy.
- Dealing with allegations against staff
- Looked after Children policy
- Single Equality Scheme.
- Spiritual, Moral, Social and Cultural Curriculum

