



# Special Educational Needs and Disability Policy

|                      |              |
|----------------------|--------------|
| <b>Author's Name</b> | Anita Payne  |
| <b>Date Written</b>  | January 2020 |
| <b>Review Date</b>   | January 2021 |

|  |               |
|--|---------------|
| <b>Date Ratified by Governing Body</b> | 26 March 2021 |
|--|---------------|

***SIGNATURES:***

|                               |                               |
|-------------------------------|-------------------------------|
| <b>CEO<br/>Head of School</b> | Mrs J Bridges<br>Mrs J. Owens |
| <b>Chair of Governors</b>     | Mrs H. Mottram                |



# Contents

|  |           |
|--|-----------|
| <b>1. Rationale.....</b>                               | <b>2</b>  |
| <b>2. Legislation and Guidance.....</b>                | <b>3</b>  |
| <b>3. Definitions.....</b>                             | <b>3</b>  |
| <b>4. Roles and Responsibilities.....</b>              | <b>4</b>  |
| <b>5. SEND Information Report.....</b>                 | <b>7</b>  |
| <b>6. Monitoring Arrangements.....</b>                 | <b>17</b> |
| <b>7. Links with other policies and documents.....</b> | <b>17</b> |

---

## 1. Rationale

Our SEN policy aims to:

- Set out how Castle View Enterprise Academy will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Vision, values and broader aims for pupils with SEND:

- 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 and disabilities 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.
- 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.

- At CVEA we 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.
- At CVEA we ensure that a variety of teaching and learning styles and opportunities are available across the curriculum to ensure appropriate access for all.
- At CVEA we provide appropriate intervention strategies in order to ensure that all students reach their full potential.
- At CVEA we promote effective partnerships with parents and other professionals.
- At CVEA we aim to meet the 'Children and Families Act' September 2014.

## 2. Legislation and Guidance

The policy, along with the information report, is based on the statutory Special Educational needs and Disability (SEND) Code of Practice 2015 and the following legislation:

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

This policy also complies with our funding agreement and articles of association.

The Academy takes account of guidance in the Code of Practice (2015) and the Equality Act (2010) 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.

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

## 3. Definitions

A pupil has SEND 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 Academy's

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 Academy's.

The Special Educational Needs and Disability (SEND) Code of Practice (2015) 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.

## **4. Roles and responsibilities**

### **4.1 The SENCO- Mrs L. Diamond, Tel: 0191 594 6330**

The SENCO will:

- Work with the Head of School, Senior Leadership Team and SEND 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 SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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

## **4.2 The SEND governor - Mrs E. Leonard-Cross**

The SEN Governor will:

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

## **4.3 The Head of School - Mrs J. Owens**

The Principal will:

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

## **4.4 The Head of Years**

The Head of Year will:

- 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;

- Regularly monitor the academic progress using the Academy's assessment, recording and reporting procedures;
- Regularly monitor the behaviour using the Academy's behaviour recording system;
- Provide information on students as required by the SENCO;
- Participate in profile/provision and Annual Statutory Reviews as required;
- Disseminate information relevant to meeting the needs of students with SEND.

#### **4.4 The Director of Subjects**

The Director of Subjects will:

- Monitor the progress of the students within their subject area bringing to the attention of the SENCO any who are failing to make adequate progress in their subject area or who have social, emotional or mental health difficulties which are affecting their education;
- Regularly monitor the academic progress in their subject area using the Academy's assessment, recording and reporting procedures;
- Regularly monitor the behaviour in their subject area using the Academy's behaviour recording system;
- Provide information on students as required by the SENCO;
- Participate in profile/provision and Annual Statutory Reviews as required;
- Disseminate information relevant to meeting the needs of students with SEND in their subject area.

#### **4.5 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 SEND policy

## **4.6 Other roles and responsibilities**

**SEN Teaching Assistants-** Miss B. Riley

Mrs A. Payne

**HLTA -** Mrs M. Robson

**Child Protection Officers -** Miss G. Woollett (lead)

**LAC Officer -** Miss G. Woollett

**Medical Needs Officer -** Miss R Watson

**Specialist SEN Teachers -** Miss L. Miller

## **5. SEND information report**

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

### **5.1 The kinds of SEN that are provided for**

CVEA currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **5.2 Identifying pupils with SEND and assessing their needs**

Our approach at CVEA:



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 SEND.

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 SEND 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 SEND: attendance and punctuality, welfare, EAL,PP.

### **5.3 Consulting and involving pupils and parents**

Our approach at CVEA:

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 SEND support.

Parents, and where appropriate students, take part in the reviews of the SEN support plans.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

Our approach at CVEA:

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.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

Our approach at CVEA:

- 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 SEN support 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.

- The 'preparing for adulthood' objectives: employment, independent living, social and community engagement and health, and well-being are embedded within the school's PSHE curriculum. SEN students are targeted through small group intervention to ensure all objectives are taught. A robust careers programme ensures students are offered guidance and support to ensure they are aware of the choices they have available for transitioning in adulthood.

## **5.6 Our approach to teaching pupils with SEND**

Our approach at CVEA:

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

## **5.7 Adaptations to the curriculum and learning environment**

Our approach at CVEA:

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 SEN support plans.

## 5.8 Additional support for learning

Our approach at CVEA:

- 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 SEN support plans.
- SEN support plans and provision maps outline 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 SEN support plans 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. SEN support plans are reviewed at 3, 6, and 12 monthly intervals.

- Subject teachers are required to evaluate the success of the SEN support plans and determine whether the targets have been met. The SENCO monitors and reviews the SEN support 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' SEN support 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 SEN support 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.
- Students who have medical conditions may also have special educational needs and their SEN support plan will support and extend their Medical Care Plan. Please read 'Supporting Students with Medical Conditions' policy.

## **5.9 Expertise and training of staff**

Our approach at CVEA:

The SEND Department is staffed by one full-time SENCO, two SEN teachers, 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.

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.

In the last academic year, staff have been trained in the implementation of the SEN ranges, differentiation to support SEND students, the four areas of the Code of Practice (2015), dyslexia, autism and dyspraxia.

## **5.10 Securing resources, equipment and facilities**

Our approach at CVEA:

SEND is funded from the Academy budget and is supplemented by 'Individuals top up' funding.

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 as well as a range of purchased reading schemes are used as well as a selection of 'real' books.

## **5.11 Evaluating the effectiveness of SEND provision**

Our approach at CVEA:

We evaluate the effectiveness of provision for pupils with SEN, equipment and facilities to support pupils 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 SEND or EHC plans

## **5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

Our approach at CVEA:

There are no barriers to pupils with SEND enjoying the same curriculum and activities as other pupils in our school. No pupil is ever excluded from taking part in these activities because of their SEND.

- 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.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.
- All our pupils are encouraged to go on residential and educational visits.
- All our pupils are encouraged to take part in sports day/school plays/ special workshops and enrichment days.

Our academy's Accessibility Plan is available on the SEND page of our website. Please see this document for more detail.

### **5.13 Support for improving emotional and social development**

Our approach at CVEA:

We provide support for pupils to improve their emotional and social development in the following ways:

- Pastoral mentoring sessions by form tutors and Head of Years
- Extra pastoral support arrangements for listening to the views of pupils with SEND for example daily 'touch base' sessions with identified SEND pupils.
- Pupils with SEND are encouraged to be lead students and a part of the school council.
- Pupils with SEND are encouraged to be part of a friendship group programme to promote building friendship.

We have a zero tolerance to bullying at CVEA.

### **5.14 Working with other agencies**

Our approach at CVEA:

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
- Speech 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.

## **5.15 Complaints about Send provision**

Our approach at CVEA:

Complaints about SEND provision in our academy should be made to the SENCO/Principal in the first instance. The Complaints Policy can be accessed on the Academy website.

The parents of pupils with disabilities have the right to make disability discrimination to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.16 Support services for parents of pupils with SEND**

- 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 SEND 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.

## **5.17 Contact details for raising concerns**

Head of School: Mrs J Owens, Tel: 0191 594 6330

SENCO: Mrs L Diamond, Tel: 0191 594 6330

## **6. Monitoring arrangements**

The success of the policy can be measured against the statements above. This policy and information report will be reviewed by the SENCO in conjunction with the Principal and the SEND link Governor annually. It will also be updated if any changes to the information are made during the year. This policy will also be updated in the light of any changes to the law or to Sunderland Local Authority guidance.

It will be approved by the governing body.

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.

## **7. Links to other policies and documents**

This policy is links to our policies on:

- Accessibility Plan
- 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
- Safer Recruitment
- 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
- Equality information and objectives
- Spiritual, Moral, Social and Cultural Curriculum

