



KING EDWARD VI
SHELDON HEATH ACADEMY

SPECIAL EDUCATION NEEDS & DISABILITY POLICY: April 2021

Designated responsibility	Contact details
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Due for Review:	Summer 2022

1. Introduction

The Academy recognises the importance of reasonable adaptations and arrangements for students with SEN and disabilities.

2. Aims

The Academy policy and procedure for SEND aims to:

- Set out the Academy's commitment to support and make provision for students with special educational needs and disabilities (SEND).
- Outlines the roles and responsibilities for members of staff involved in providing for students with SEND.

3. Vision and Principles

Our vision for students with SEND is the same as for all students; we strive to ensure access for all, to educational excellence, in preparing students for their future; seeking to continually improve attainment and progress for all and secure the highest levels of achievement appropriate to the individual learner.

We work towards the following principles:

- ensuring SEND is a whole school responsibility requiring a whole school response
- identifying, as early and accurately as possible, any students with additional needs and make appropriate provision in accordance with the SEND Code of Practice
- ensuring all students receive a broad, balanced and relevant curriculum
- building partnerships between home and school, ensuring students and their parents are treated with respect and have their views taken into account
- liaising with other members of staff, governors and appropriate outside agencies in order to meet students' needs effectively
- providing quality support and advice for all staff working with students with SEND
- ensuring that students with SEND are admitted into the school in accordance with the whole school admissions policy

4. Legislation and guidance

This policy and procedure is based upon 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 schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010 which outlaws any discrimination by schools against either current or prospective disabled pupils in their access to education.

5. Definitions

A student 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 most 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 schools.

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

6. Roles and responsibilities

The Academy will appoint a SENCO. The SENCO will:

- Work with the Head and SEND governor to determine the strategic development of the SEND policy and provision in their Academy.
- Have day-to-day responsibility for the operation of their SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and members of staff, parents, and other agencies to ensure students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the Academies delegated budget and other resources to meet the students' 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 the students and their parents are informed about options and a smooth transition is planned.
- Work with the Head and governing board to ensure that the Academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure that the Academy keeps records of all students with SEND up to date.

The SEND Governor

The Academy SEND governor will:

- Help to raise awareness of SEND issues to governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the Academy and update the governing board on this.
- Work with the Head and SENCO to determine the strategic development of their policy and provision, and ensure it adheres to the Academy policy and procedures.

The Head

The Academy head will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision, and ensure it adheres to the Academy policy and procedures.
- Have overall responsibility for the provision and progress of learners with SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 student's progress and development in order to decide on any changes to provision
- Ensuring they follow this SEND policy

Types of SEND

The Academy 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, dyspraxia, processing and memory recall needs
- Social, emotional and mental health difficulties, for example, anxiety and trauma,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy
- Moderate/severe/profound and multiple learning difficulties

7. Identifying students with SEND and assessing their needs

The Academy will assess each student'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 students 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 student is recorded as having SEND.

When deciding whether special educational provision is required, the Academy will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. The Academy will use this to determine the support that is needed and whether this can be provided by adapting the core offer, or whether something different or additional is needed.

8. Consulting and involving pupils and parents

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

- everyone develops a good understanding of the student's areas of strength and difficulty
- parental concerns are considered
- everyone understands the agreed outcomes sought for the student
- everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's SEND profile and given to their parents.

The Academy will formally notify parents when it is decided that a pupil will receive SEND support.

9. Assessing and reviewing pupils' progress towards outcomes

The Academy will follow the graduated approach and the four-part cycle: **assess, plan, do, review**.

The class or subject teacher will work with the **SENCO** to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison with their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant.

The assessment of the student's needs will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Regular reviews will be held to consider the effectiveness of the support and interventions and their impact on the student's progress.

10. Supporting students moving between phases and preparing for adulthood

The Academy will share information with the school, college, or other setting the student is moving to. They will agree with parents and student's which information will be shared as part of this process.

11. Our approach to teaching pupils with SEND

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

High quality teaching is our Academy's first step in responding to students who have SEND. This will be differentiated for individual students within the Academy.

12. Evaluating the effectiveness of SEND provision

The Academy will evaluate the effectiveness of provision for students with SEND by:

- Reviewing each student's individual progress towards their goals termly
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the **SENCO**
- Using SEND reviews to measure progress
- Holding annual reviews for students with EHC plans

13. Enabling students with SEND to engage in activities available to those in our Academy who do not have SEN D

All extra-curricular activities and Academy visits are available to all our students, including before-and after-academy clubs.

All students are encouraged to go on residential trip(s)

All students are encouraged to take part in sports day/plays/special workshops, etc.

No Student should ever be excluded from taking part in these activities because of their SEN or disability.

14. Support for improving emotional and social development

Within the Academy support for students to improve their emotional and social development in the following ways maybe given:

- Students with **SEND** are encouraged to be part of the Academy council, where applicable.
- Students with **SEND** are also encouraged to be part of various clubs to promote teamwork/building friendships etc.

15. Complaints about SEND provision

Complaints about **SEND** provision within our Academies should be made to the Head in the first instance. Complainants will then be referred to the Academy complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier **SEND** tribunal if they believe the 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.