Accrington Academy

Special Educational Needs & Disability Policy

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SEND Policy

This policy takes into account the revised Code of Practice for Special Educational Needs and Disability 0-25 years. The code refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

Accrington Academy are committed to meeting the Special Educational Needs and Disability Needs of pupils to ensure that they achieve their full potential, academically, emotionally, physically and spiritually.

RATIONAL

Accrington Academy is a mixed comprehensive school with no restrictions to entry. We accept students with a range of abilities and try to ensure that all our pupils have equal access to a full curriculum. Pupils with SEND are admitted to school in line with the Academy's Admissions Policy. The school is aware of the statutory requirements of the SEN and Disability Act and aims to meet their requirements.

All teachers at the Academy adopt a whole school response to pupil support. The Learning Support Team works with parents, pupils and subject staff to provide quality learning opportunities for all our SEND pupils. Pupils who are identified as requiring more specific support are given additional time from members of the Learning Support Team. This support supplements the various approaches to learning adopted by subject staff.

AIM

At Accrington Academy we believe in Achievement For All. We wish all adults and children to participate in learning and we celebrate effort, achievement and success. We work to create an inclusive culture in our school, and we aim to be very responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Accrington Academy value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our Teaching and Learning Policy.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, through half termly data captures and lessons in which staff continually assess pupils to ensure that learning is taking place. Our whole school system for monitoring pupil progress includes regular pupil progress meetings, home school liaison and half termly published progress data. Staff engage in pupil coaching and mentoring sessions.

Through the Academy student voice, all pupils have the opportunity to contribute their views about provision for them and with regard to SEND, how they can be best supported. All About Me documents are prepared with all pupils who are on our SEND record. These detail a 'life story' of the pupil and make reference to their aspirations and how a pupil feels they can be best supported in school.

IDENTIFYING OF SPECIAL EDUCATIONAL NEEDS

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that must be planned for. In practice, pupils often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need ensures that the full range of a pupil's needs is identified, not simply their primary need. The support provided to a pupil with SEND is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

a) Has a significantly greater difficulty in learning than the majority of children of the same age

b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age

Special education provision means provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Many young people who have SEND 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. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Pupils are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Identifying and assessing SEND for pupils whose first language is not English requires particular care and we will look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to

establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability.

Accrington Academy will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with Special Educational Needs/Disability, and ensure that parents are notified when SEND provision is being made for their child.

Early identification of pupils with SEND is a priority. The academy will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- Their performance judged against level descriptions
- Pupil progress in relation to objectives in the academy's literacy and numeracy strategies
- Standardised screening or assessment tools
- Screening/diagnostic tests
- Reports or observations
- Records from feeder schools
- Information from parents
- National Curriculum results
- External exam results

On entry to the Academy each pupil's attainment will be assessed. For pupils with identified SEND the SENDCo, in collaboration with other staff, will:

- Use information from the primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects
- Involve pupils in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

If a pupil is identified as having SEND, the academy will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners may fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Accrington Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not

mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires Special Educational provision will be identified as having SEND.

A GRADUATED APPROACH TO SEN SUPPORT

Where a pupil is identified as having SEND, the Academy will take action to 'remove barriers to learning' and put effective Special Educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support they need to make good progress and secure good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

Identifying a child as needing SEND support the teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the Academy's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Parents' views should be recorded and compared to the academy's own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and addressed, and that a clear picture of the interventions are put in place and their effect monitored.

In some cases, outside professionals from Health or Social Services may already be involved with the child. These professionals will liaise with the school to help inform assessments. Where professionals are not already working with school staff the SENDCo with parental permission will contact them.

Plan

Where it is decided to provide a pupil with SEND support, parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

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. This will also be recorded on the Academy's information system.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge where possible.

Do

The teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for pupil progress. They work closely with any teaching assistants or specialist

staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with an agreed review date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

CRITERIA FOR EXITING THE SEND RECORD

If it is felt that pupils are making progress which is sustainable then they may be taken off the SEND record. If this is the case then the views of the teacher, SENDCo, pupil and parents will be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND record, then all information will be kept until the pupil leaves the Academy (or passes on to their next setting). The pupil will continue to be monitored through the Academy's monitoring procedures. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AND FAMILIES

The Academy's **Local Offer** is available on the website. This outlines the provision available at Accrington Academy to support pupils with SEND.

Accrington Academy strives to be a fully inclusive school. We work closely with Local Authorities to place pupils with Education, Health and Care Plans where this is the wish of parents and where the pupil's admission would not be incompatible with the efficient education of other children at the Academy or the efficient use of resources. The academy must also be suitable to the pupil's age, ability, aptitude or Special Educational needs or disability.

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or into employment. Accrington Academy is committed to working in partnership with children, families and other providers to ensure a positive transition. For further information on transition please contact the Director of Inclusion.

Planning for transition is a part of our provision for all learners with SEND. Transition to secondary school will be discussed with students in their year 6, to ensure time for planning and preparation. Once at secondary school a change of ability set for a particular subject will always be discussed with the student parent/carer.

SUPPORTING PUPILS AT SCHOOL WITH SOCIAL, EMOTIONAL, MEDICAL AND MENTAL HEALTH NEEDS

Social, emotional, medical and mental health support for SEND students is available in school from SEND and pastoral staff. The administration of medicines and personal care is dictated by student Care Plans which are updated with parents each year or where there has been a change in need.

Our school **Respect** agenda forms the basis of our behaviour management procedures. Mentoring of students who need help with attendance, behaviour, social emotional or mental health concerns is coordinated by the Director of Inclusion.

MONITORING AND EVALUATION OF SEND

Teachers will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that a pupil's learning is unsatisfactory, the SENDCo will work with teachers in consultation with parents to identify strategies to improve the rate of progress. Where necessary, external sources of support will be consulted.

TRAINING AND RESPONSIBILTIES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake training and development. All teachers and support staff undertake SEND induction on taking up their post. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with pupils with SEND.

ROLES AND RESPONSIBILTIES

The SEND team of the school is:

Assistant Principal for SEND and Inclusion: Rachael Kissock
SENDCo – Sarah Lawson
SEND Governor – Mr James Richardson

The role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the Academy's SEND Policy including the allocation of resources from the Academy's budget

The role of the SENDCo

The SENDCo plays a crucial role in the Academy's SEN provision. This involves working with the Principal and Governing Body to determine the strategic development of SEND. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants
- Overseeing pupils' records
- Liaising with parents
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENDCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the SENDCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

The role of the Subject Teacher

Responsibilities include:

- The SEND Code of Practice (2015) clearly sets out that all teachers are teachers of students with SEND
- Being aware of the academy's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress
- Working with the SENDCo to collect all available information on the pupil
- In collaboration with the SENDCo develop provision plans for SEND pupils
- Working with SEND pupils on a daily basis to deliver targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the Academy's SEND policy

STORING AND MANAGING INFORMATION

The Academy will record the steps taken to meet pupils' individual needs. The SENDCo will maintain pupil records and access to them. In addition to the usual Academy records, a pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from Health/Social Services

REVIEWING THE POLICY

The policy will be reviewed by the owner and governors on an annual basis.

ACCESSIBILITY

There are designated access parking spaces near the front entrance to the building.

The Academy building is spread over two floors, there are two disabled lifts. All parts of the building are accessible for Pd pupils and wheelchairs. An environmental audit takes place annually to determine ease of access for all Pd pupils.

There are good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays.

There are two toilets with disabled access, one pupil, and one staff, a recently equipped hygiene suite with toilet, hand washing facilities, a height adjustable medical bed, and a ceiling tracked hoist system.

The school does not use height adjustable tables as a general rule; however, there is access to an adjustable table within our ICT facilities.

There are adjustable height chairs available in school.

Pupils with visual impairment have use of specialist/modified equipment, including ICT equipment.

BULLYING

Accrington Academy will actively address bullying and take measures to stop it.

Accrington Academy will not tolerate the bullying of any member of the Academy community. The Academy community consists of pupils, parents/guardians/carers, governors and all staff. We will actively support all victims of bullying and take appropriate action with the perpetrators. This work will be pursued through the pastoral and academic curriculum, as well as through the reporting and disciplinary procedures created to deal with all such incidents. All perpetrators will incur a sanction, up to and including exclusion, relative to the seriousness of their behaviour. Please refer to our Anti-bullying Policy.

DEALING WITH COMPLAINTS

If for any reason you are unhappy with our Academy SEND provision please discuss your concerns with our Assistant Principal for SEND and Inclusion in the first instance: Rachael.Kissock@accrington-academy.org

Our formal complaints policy can be found on the Academy website.