

- All students making good or better progress ▪ No underperforming cohorts ▪ All teachers to deliver good or better learning ▪
Every individual or group moves to the next level of successful performance ▪
Everyone to conduct themselves in a respectful and dignified manner

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

2015-2016

Review date: January 2017

This policy is part of the Academy's Health and Safety Policy and both of these policies contribute to the Academy's Safeguarding Policy.

SENCO: Mrs G Benson

1.Context

The Special Educational Needs and Disability (SEND) Policy is a key element of Sheffield Springs Academy's policy framework for supporting the needs of all children and young people between the ages of 11-18. Sheffield Springs Academy promotes the following ethos:-

- Ensuring safety and security for all
- Maximising students well-being
- Removing barriers to opportunity and improving choice for all
- Responding to the improvements that students and parents say they want
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution

Sheffield Springs Academy's policy for special educational needs and disability was last revised in 2015, in response to the Government's, **The SEN Code of Practice 2014**. The focus of this policy is upon the progress children and young people make throughout their school life and through transition into adulthood and promotes their well-being, learning and achievement.

2. Sheffield Springs Academy Vision and Aims

- All children and young people are valued equally and have the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours
- All children and young people are empowered so that their voice is heard and heeded in decisions made about themselves
- All parents and carers are partners in meeting the needs of their children
- All children and young people are entitled to have access to a broad balanced and relevant curriculum that is differentiated to meet individual learning styles, recognising personal strengths and needs
- The diversity of the needs of children and young people is recognised and met through a range of flexible, responsive and varied provision

3.Objectives:

To identify and provide for students who have special educational needs and additional needs, within the guidance of the SEND Code of Practice, 2014

3.1 Inclusion is developed further by recognising that Sheffield Springs Academy and supporting services collectively provide for the needs of all children in the community, by:

- working with children, young people, parents/carers, headteachers, governors, education staff, colleges and voluntary and statutory agencies, to embed inclusive practices
- identifying and addressing with other statutory and voluntary agencies any barriers to inclusion that prevent a child or young person's placement in Sheffield Springs Academy

- matching levels of support as closely and effectively as possible to the identified needs of children and young people and the development of inclusive provision for them
- taking opportunities to improve and develop provision for children and young people with special educational needs, through extended services cluster working, behaviour improvement partnerships and education improvement partnerships

3.2 Effective assessment systems are operated as early as possible, in conjunction with other agencies, by:

- encouraging parents/carers and Sheffield Springs Academy to work together to recognise and support children's special educational and disability needs at the earliest possible stage, drawing on external advice where necessary, and using delegated resources flexibly to make appropriate provision.
- ensuring that Sheffield Springs Academy in liaison with other agencies, meet statutory obligations to children with special educational and disability needs and their families within the prescribed timescales
- working with other agencies to implement the Family Common Assessment Framework (FCAF) as part of a coordinated and staged approach to early identification and intervention.

3.3 Resources are allocated and used efficiently, effectively and equitably by:

- ensuring that consideration is given to children with special educational and disability needs in the development of Information Communication Technology (ICT) to support their learning

3.4 Partnerships with children, parents/carers and other stakeholders, work effectively by:

- consulting and involving children, young people, parents/carers, voluntary and statutory agencies in the strategic planning, policy development and service delivery of inclusive SEND provision at Sheffield Springs Academy
- providing integrated delivery of support for children, young people and their families through close collaboration with statutory and voluntary agencies and local/regional partnerships ensuring that advice and support is available for parents/carers and that they are informed about the SEND policy, special educational provision, the implementation of the SEN Code of Practice and statutory assessment processes
- maintaining and improving parent/carer satisfaction, as indicated by the information gathered from SEND parental questionnaires and views shared at the annual SEND Parent Forum
- making arrangements to ensure smooth transition when children transfer between schools
- working closely with families, colleges and other agencies, to plan transition arrangements towards further education, training and/or employment
- working closely with Sheffield Springs Academy Sixth Form and other further education colleges to increase opportunities for young people with special educational needs to enjoy the benefits of a local college placement

4. Definition of Special Needs and Disability

Under the SEN Code of Practice 2014 children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty under the Special Educational Needs Code of Practice s1:8 if they:

- (a) Have a significantly greater difficulty in learning than the majority of children the same age; or

(b) Have a disability which prevents them or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

The Definition of Disability

The Equality Act (2010) defines a disabled person as someone who has: ***“a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.”***

In the Act:

‘physical impairment’ includes sensory impairment

‘mental impairment’ includes learning difficulties as well as an impairment resulting from or consisting of a mental illness

The definition can include a wide range of impairments, including hidden impairments such as Dyslexia, Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN) and Attention Deficit Hyperactivity Disorder (ADHD)

Having an impairment does not of **itself** mean that a student is disabled. It is the effect on the student’s ability to carry out normal day to day activities that have to be considered. The test of whether an impairment affects normal day to day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

Discrimination arising from disability (Equality Act 2010)

1. A person (a) discriminates against a disabled person (b) if –
 - a treats b unfavourably because of something arising in consequence of b’s disability and
 - a cannot show that the treatment is a proportionate means of achieving a legitimate aim
2. Subsection (1) does not apply if A shows that A did not know and could not reasonably have been expected to know, that b had the disability.

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled. More information about the Equality Act, and how you can obtain copies of the Act, can be found on the Government Equalities Office website: <http://homeoffice.gov.uk/equalities/>

‘Special educational provision’ is defined as:

(a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

(b) for children under two, educational provision of any kind.

Special educational provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Lack of adequate progress may be indicated by:

1. Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
2. Working at levels significantly below age expectation, particularly in Literacy or Numeracy.
3. Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
4. Poor communication or interaction, requiring specific interactions and adaptations to address learning.

5.A Graduated Response to SEN Support

Special Educational Provision at Sheffield Springs Academy

Subject teachers are responsible and accountable for the progress and development in their classes, including where students access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable students.

In deciding whether a student has SEN, information should be gathered on students' progress (alongside national and expected progress levels) and from parents and/or carers, teachers and the students.

SEN provision will be based on all information received, but initially through our own in-house test data. Additional information, such as private assessments, will not be the main data used, as this is not available for all students, but will be used in conjunction with our own data. Identification and provision will be made through the SEN Support Frameworks for each of the four categories of need. A student's level of SEN need will be recorded on SIMS.

In class support will be allocated to students with a Statement of Special Educational Needs or an EHCP.

SEN Support at Sheffield Springs Academy

Where a student is identified as having SEN, action should be taken to remove the barriers to learning. This support should take a four –part cycle. This is known as the 'graduated approach'.

The four parts to the cycle are: Assess, Plan, Do, Review.

All students identified as SEN support will have an Individual Learning Profile. Profiles will be available to all staff via the shared information drive.

All students who are identified as having SEN will have a termly meeting between the Academy, parents/carers and the student to review the plans. These meetings will set clear outcomes, review progress towards them, discuss the support that will be given to help the student achieve the outcomes and identify the responsibility of the parent, student and Academy. These meetings will be led by a colleague who has a good knowledge and understanding of the student.

Involving specialists

Where a student continues to make less than expected progress due to SEN, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers will be fully involved in the process.

Identification

The Academy uses the graduated response as outlined in “The Code of Practice (2014)”. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff. A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Primary Liaison

Feeder primary schools are visited/contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEN Support or has an EHC plan referred to the SENCo. Contact is then made with the primary school and parents/carers. The LA notifies the Academy about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCo attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer, and/or the start of our Early risers programme.

6.Managing students’ needs on the SEN register

Provision

Teaching students with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Sheffield Springs Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCo but will be planned and delivered by teaching and support staff.

Wave 1 – Quality first teaching by all staff.

Wave 2 – Is initiated where students have failed to make adequate progress. This may include smaller group sessions, in class support, booster sessions, session 6, additional staff training.

Wave 3 – Where student fail to make adequate progress, despite additional provision at wave 2, the academy seeks advice and involvement from external support services.

Statutory assessments/statements/Education Health Care Plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the Academy and/or parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the students being provided with an EHC Plan. The SENCo, in liaison with the parents and school Educational Psychologist, discuss whether a child’s SEN needs would benefit from an Educational Health Care Plan (EHCP). All professionals involved with the child complete an initial report and the SENCo completes and submits the LA’s SEN panel referral paperwork. The Local Education Authority’s SEN Panel consider the need for an Educational Health Care Plan and if appropriate make a multidisciplinary assessment.

The LEA consider the need for an Educational Health Care Plan and arrange, monitor and review the provision. The Education Health Care Plan describes the child’s particular needs, the provision to be provided and the objectives all are working towards. The specific targets and strategies to achieve them are drawn up as an Action Plan.

Only a small minority of children will have needs severe enough to progress to an Educational Health Care Plan.

7. Roles and Responsibilities

Governing Body

The Governing Body, in cooperation with the Principal, determine the Academy's general policy and approach to provision for children with SEND. The Governing Body must report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with responsibility for SEND. The SEND governor will liaise regularly with the SENCo and report back to the full governing body.

Principal

The Principal has responsibility for the day to day management of all aspects of the Academy's work, including provision for children with SEND. The Principal should keep the governing body fully informed and also work closely with the SENCO.

SENCO

The SENCo in collaboration with the Principal and Governing Body plays a key role in determining the strategic development of the SEN policy and provision in the Academy, in order to raise the achievement of children with SEN. Key responsibilities are:

- Overseeing the day to day operation of the Academy's SEND policy
- Coordinating provision for children with Special Educational and Disability Needs
- Liaising with and advising other teachers
- Managing Learning and Progress Mentors/SEN team
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies

Seconds in SEN Department

Both seconds in the SEN Department work with the SENCo helping to lead the Learning Support Assistants/SEN team in providing support for the children with Special Educational Needs across the school. Both seconds in SEN support the SENCo in coordinating the provision for children with SEN, liaising with class teachers, parents and external agencies, and maintaining records of the children with SEN.

Teaching Staff

All teachers actively seek to adapt the curriculum to meet the needs of students with SEND. All teachers are aware of the procedures for identifying, assessing and making provision for students with SEND, and are actively involved in the review process.

Learning and Progress Mentors (LAP's)

The LAP's work with the SENCo/Seconds in SEN in providing support for children with Special Educational and Disability Needs across the school, liaising with class teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.