



The South Leeds Academy

Principal: Graham Moffat

SEND POLICY

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This document should be read in conjunction with the Academy's local offer and other policy documents, particularly the Equality and Diversity policy and the New SEN Code of Practice 0 -25 (2014)

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1. Mission Statement.

“Growing Minds, Growing Futures”

In order to ensure that all students at the South Leeds Academy are able to realise their potential, the school is committed to removing *all* barriers to learning.

2. Aims and Objectives: The Academy’s Commitment to Inclusion

The aim of the Academy is to ensure that the principle of Inclusion is reflected in its practices. All staff aim to foster a culture of tolerance and acceptance, by creating a learning environment in which no person or group is marginalised and where students feel valued, happy and safe. Students with Special Educational Needs and /or Disabilities (SEND) are encouraged to play a full and active part in academy life.

The D.E.S. Circular 5/89 states:

“...all students should receive a broad and balanced curriculum relevant to their individual needs”

The School’s commitment to inclusion means that students with SEND can expect:

- ❖ To follow a broad, balanced and appropriate curriculum, including the National Curriculum
- ❖ To be included in all academy activities and have equal access to extracurricular programs.

- ❖ To have their successes celebrated
- ❖ To be fully informed of their progress
- ❖ To be involved in decision making.
- ❖ To be encouraged, motivated and expected to achieve
- ❖ To have their spiritual, social, moral, emotional, physical needs and learning needs acknowledged
- ❖ To receive pastoral care and guidance

To enable the Academy to fulfil its commitment to inclusion, it has:

- ❖ A fair system of admissions
- ❖ An appropriate system for identifying, responding to, recording and monitoring individual needs.
- ❖ A commitment to staff development and training to ensure that all staff have the skills to accommodate the needs of SEND students
- ❖ A strong pastoral committed to safeguard student welfare, underpinned by anti bullying and child protection policies.

3. The Academy's Commitment to Partnerships

We believe that inclusive education offers equality and choice. The Academy is keen to ensure that all stakeholders have a role in decision making. The Academy works in partnership with parents, students, governors and support services to ensure that its approach is fully informed.

The Academy's commitment to its partnership with parents means that it will:

- ❖ Establish positive and early contact with parents whose children have special educational needs/disabilities
- ❖ Encourage parents to discuss concerns with key members of staff
- ❖ Regularly inform parents of progress and provision,
- ❖ Offer advice to parents to enable them to support their children at home

The Academy welcomes the full involvement of parents and recognises the vital role they play in supporting their children. The Academy's pastoral team can be accessed by all parents, wishing to discuss issues relating to their child's experience of school. The Academy has details of the Parent Partnership Service, which offers independent support and advice to all parents on issues relating to SEND.

4. Assurance of Inclusive Practice

The Staff at The South Leeds Academy are fully informed of their statutory obligations, in meeting the needs of SEND students. As such, they are responsible for ensuring access to a curriculum that is appropriate to a student's age, aptitude and ability, irrespective of any disability.

5. Roles and Responsibilities

Organising Provision

The Governing body has a duty to ensure that the best provision is made for students with SEND. The responsibility for SEND provision lies with the Principal of the Academy. As the '*Responsible Person*', the Principal must inform all staff of their duties and ensure that

any accommodations are reasonable, practical and compatible with the needs of other students. It is also the Principal's duty to report annually to parents on the Academy's policy for students with SEND.

The Daily Operation of the SEND Policy

Mrs Holder is the Academy's Special Educational Needs Coordinator (SENCO). She is responsible for the day to day operation of the SEND policy. The Line Manager for the SENCO is Miss Danskin, the Assistant Principal for Deep Support.

The role of the SENCO is to:

- ❖ Identify the students' needs, to oversee baseline assessments and to carry out diagnostic assessments
- ❖ To monitor students' needs and progress and maintain accurate records
- ❖ To coordinate learning support and allocation of resources
- ❖ To support staff in making appropriate accommodations for SEND students
- ❖ To respond to the training needs of staff in relation to meeting the needs of SEND students
- ❖ To ensure that the necessary arrangements are made to enable students to access public examinations
- ❖ To liaise with outside agencies, in order to support students whose needs require specialist intervention
- ❖ To encourage regular and effective communications between parents and the Academy.

All students who have been identified as having Special Educational Needs are placed on the Academy's SEN Register. It is important to note that a student with a physical disability may not have a learning need. That student may only require accommodations that will ensure equal access to the physical environment of the school and to activities that may necessitate some adjustments within the classroom.

6 Specialist Provision

The South Leeds Academy has students with a wide range of needs. External support services play an important part in helping the academy identify, assess and make provision for students with special educational needs. The Academy works closely with the local authority's Complex Needs Service which consists of:

- The Special Educational Needs Statutory Assessment and Provision service (SENSAP)
- The Special Educational Needs Inclusion Team (SENIT)
- The Educational Psychology service
- The Sensory service
- Child Health and Disability (CHAD) including social work teams, occupational therapy and the regional specialist paediatric team.

The specialist sensory services are a team of specialist staff, including teachers and other professionals, who promote the educational inclusion and achievement of children and young people with sensory impairments.

The service consists of three teams:

- The Visual Impairment Team (VIT). The team works with children with visual impairments from the time of their referral until they leave school.
- The Deaf and Hearing Impairment Team (DAHIT). The team works with children who are deaf or hearing impaired from the time of diagnosis until they leave school

A full list of specialist providers can be accessed through the school's local offer document.

7. **A Graduated Response to Meeting Needs: *Identification, Assessment and Review Procedures***

The New SEN Code of Practice 0 – 25 (2014), outlines the process by which schools should demonstrate a graduated response to meeting the needs of students with Special Educational Needs and /or disabilities.

At the South Leeds Academy the majority of students will have their needs met through normal classroom arrangements and appropriate differentiation. However, some students will have needs which require additional or different provision. The following information details the procedures and arrangements made for SEND students using the *Assess, Plan, Do, Review* model.

The early identification and assessment of students with SEND is vital, so that appropriate provision can be implemented as soon as possible.

- ❖ Students with SEND are identified prior to entry in Year 7, through liaison with the feeder primary schools. Identification is supported by the relevant documentation i.e. teacher reports, SATs results, primary transfer documents and information received from external agencies. Where possible, face to face meetings between the SENCO and primary SENCOs, parents and other relevant agencies will also take place. Student information is collated by the Academy's 'Transition lead', who organises pre transition visits for a number of year 6 students. Students with more complex needs will have a number of visits arranged, to ensure that the transition is a smooth one and to enable the SENCO to accurately assess individual needs.
- ❖ When a student is admitted to the school outside the normal admission times e.g. in the middle of a school year, the SENCO will administer baseline assessments to identify whether the student has additional needs. Transfer information from the previous school will also be considered.

Additionally, in order that all students with SEND are identified as early as possible, a battery of literacy and Cognitive Ability Tests are administered within the first few

weeks of transition. Class teachers also share the responsibility for identifying needs through observations and assessments.

- ❖ The SENCO, in consultation with teaching staff, parents and students, will make decisions about the best means of meeting the students' identified needs. This may be through provision within the classroom, made by the classroom teacher, or additionally by placing the student on the Academy's SEN Register.

Action will be taken when there is clear evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways; for example it might be progress which:

- ❖ Closes the attainment gap between the student and the student's peers; preventing the attainment gap growing wider
- ❖ Is similar to that of peers, starting from the same attainment baseline but less than that of the majority of peers
- ❖ Matches or betters the student's previous rate of progress
- ❖ Ensures access to the full curriculum
- ❖ Demonstrates an improvement in self-help, social or personal skills
- ❖ Demonstrates improvements in the student's behaviour
- ❖ Is likely to lead to appropriate accreditation
- ❖ Is likely to lead to participation in further education, training and/or employment.

Should a subject teacher or Learning manager have concerns about the progress of a student who has not previously been identified as having SEND, they should consult the SENCO who will advise how further accommodations can be made in the classroom to

meet the student's needs. This may include the differentiation of teaching resources and alternative strategies. The SENCO will continue to offer advice and may choose to administer further assessments, which may include diagnostic testing.

If a student fails to make progress despite accommodations being made and requires interventions which are additional to, or different from normal classroom differentiation, the SENCO after gaining parental consent may place the student on the SEN register.

Failure to make progress is when a student:

- ❖ Makes little or no progress, even when teaching approaches are targeted particularly in a student's identified area of weakness
- ❖ Shows signs of difficulty in developing literacy or mathematical skills, that result in poor attainment in some curriculum areas
- ❖ Presents persistent social, emotional and/or mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- ❖ Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO in conjunction with the student's learning manager and teachers, will set individual learning targets designed to address specific areas of need. All Subject teachers will be responsible for implementing strategies in the classroom that will support the student in meeting those targets. Parents and the student themselves will also be encouraged to be fully involved in the process of target setting and review.

SEND Students will have their progress reviewed at least three times a year, in line with the academies data collections. Data collections are generated from reports completed by teaching staff. These reports are used to identify any barriers to learning.

After a period of intervention, the SENCO in consultation with parents, may conclude that the student may need further support to help them progress. Evidence gained from reviews and any further information, from teaching staff, parents and the students themselves should be considered.

More specialist support may be sought if the student:

- ❖ Continues working at levels substantially below that expected of students of a similar age
- ❖ Continues to have difficulty in developing literacy and mathematical skills
- ❖ Has social, emotional and/ or mental health difficulties, which substantially and regularly interferes with their own learning, or that of the class group despite having an individualised support programme
- ❖ Has sensory or physical needs and requires additional specialist equipment or regular, direct intervention by a specialist service
- ❖ Has on-going communication or interaction difficulties, which impedes the development of social relationships and causes substantial barriers to learning.

With parental consent, specialist agencies will be consulted. (These may involve agencies mentioned in section 6). The student's individual records will be made available to these agencies in order that new and appropriate targets and accompanying strategies can be developed for the student. This work may also involve additional specialist assessment of the student's needs to inform planning and provide accurate measurement of the student's progress. Following advice from specialist agencies, the student may receive specific support from the SEN Team under the direction of the SENCO, in order to implement an individual, specialist, teaching programme.

The progress of students will continue to be reviewed regularly by The SENCO and through the data collections process.

8. Statutory Assessment

For a small number of students, the help and support given through targeted and specialist support may be insufficient to enable them to make adequate progress. It may be necessary for the school, in consultation with parents and any external agencies involved, to consider making a request to the Local Authority for a **Statutory Assessment**.

When a request for a Statutory Assessment is made to the Local Authority, the student will have demonstrated significant cause for concern. The Local Authority will seek evidence from the Academy, that any action implemented for the student has continued for a reasonable period of time without success and that alternatives have been tried. The Academy, in consultation with all relevant professionals, with parents and with the student, will provide written evidence or information about:

- ❖ The Academy's provision through the waves of intervention (see local offer document)
- ❖ Records of regular reviews of student targets and their outcomes;
- ❖ The student's health including medical history where relevant
- ❖ National Curriculum attainment;
- ❖ Attainments in literacy and mathematics;
- ❖ Specialist assessments;
- ❖ Views of the parent and of the student
- ❖ Involvement of other professional agencies
- ❖ Any involvement of Social Care or the Education Welfare Service.

Whilst the Local Authority considers whether a statutory assessment is necessary, the student will continue to be supported. A Multi Agency Panel will inform the decision

making. A decision to proceed with an assessment will determine whether the authority will award the student with an **Education Health and Care plan** (EHC plan).

If a student at The South Leeds Academy has an EHC plan, the SENCO will set and review progress towards relevant short term targets, through the implementation of an IEP (Individual Education Plan). One of these reviews will be the Annual Review Meeting. Annual Review meetings are a statutory requirement. They are attended by parents, relevant teaching staff, representatives of outside agencies and also a representative of SENSAP (mentioned in section 6), who maintain the EHC plan.

All staff have a responsibility to support students in meeting their short-term and Annual Review targets.

- * **The menu of provision in Appendix 2 shows the graduated response made to students with increasing levels of need.**

9. Responding to Medical Needs

Students with identified medical needs will have Individual healthcare plans prepared, outlining the support they need and how this will be provided. Individual healthcare plans are developed in partnership with the Academy, parents/ carers, pupils, and the relevant healthcare professional that can advise on a student's case. The aim is to ensure that staff know and understand how to support students effectively. Clarity is given around managements of medical conditions, naming key individuals involved in the student's care, as well as details of the frequency and duration of any actions to be taken. Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. The level of detail within plans will depend on the complexity of a student's condition and the degree of support needed to enable the student to participate fully in Academy life.

10. Resources

The Academy has a Learning Support Centre where students can benefit from more specific, targeted intervention. Students may be withdrawn from mainstream lessons to work on developing basic skills. These include literacy, numeracy, speech, language and communication skills, life skills. The Acorns Nurture room is an area within the Learning Support Centre, accessed by students requiring more support with their social and emotional development.

The school has a team of Learning Support professionals (LSPs) who specialise in delivering interventions. As part of their interventions, LSPs will assess and monitor the students' progress. They may also observe students in class as part of the monitoring process and will offer advice to staff in responding to the students' needs. At times they may also support students in class in order to improve access to the curriculum.

11. Preparing Students for Transitions

Support for students with Special Educational Needs includes the planning and preparation at key transitional phases of education. For students arriving at The South Leeds Academy, a comprehensive package of transitional support is put in place each year. Transition days are planned for students with a variety of needs. Close liaison takes place between the SENCO, the Year 7 Learning Manager and the feeder schools to ensure necessary personalised provision and information is taken into account in advance of the students joining the school.

In year 11, students receive independent careers advice and guidance through key support staff. Regular review meetings are held with parents and students who are at high risk of not continuing in education.

12. The Disability Accessibility Plan

Under the Equality Act (2010) there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. According to the Act, *Reasonable Adjustments* must be made to enable students with disabilities to access a school's physical environment and to increase participation in the core and extended curriculum. The Academy's *Disability Accessibility Plan* enables students with disabilities to take better advantage of education, benefits, facilities and services. The Academy's plan is regularly reviewed and updated. It may describe how the curriculum is differentiated, at Key Stage 4, any alternative accreditation on offer or any alternative learning pathway available to the students. It may also include information on how communications for students, parents and the community may be delivered in different formats e.g. using Widgeit symbols, Braille, larger font or reduced / simplified language.

Increasing access to the physical environment would include arrangements that could be put in place if a disabled parent needed support to attend a school event, e.g. the availability of a signer for a parents' evening.

13. Examination Access Arrangements

Access arrangements enable students with special educational needs and/ or disabilities to access public examinations. Adjustments are made to remove barriers to participation, such as the requirement to read material independently. A range of access arrangements are available to assist individual students who have been assessed as being eligible to receive assistance. The SENCO is responsible for making applications for access arrangements to the examination boards. The JCQ (Joint Council for Qualifications) regulations must be strictly adhered to when making applications for individual students.

Access Arrangements are the principal way in which awarding bodies comply with their duty under the Equality Act 2010 to make *reasonable adjustments*.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled within the meaning of the Equality Act 2010, would be at

substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage

At the South Leeds Academy, The SENCO with support from all teaching and support staff and members of the Senior Leadership Team will determine and implement appropriate access arrangements.

14. Admissions Arrangements

The Equality act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions related to their disability. The academy's admissions Code of Practice are in accordance with Local Authority regulations. The Academy welcomes applications for admission from all parents. The governors are committed to ensuring that every effort is made to accommodate a student's particular needs and would work with the Local Authority to improve facilities. Parents and students are invited to view the school along with all other parents on a Prospective Parents Evening, or on a private inspection through appointment.

15. Evaluation / Success criteria

The success of the Academy's SEN policy can be judged against the aims previously outlined. This policy is reviewed annually and the Governing Body is closely involved in the implementation of the policy.

16. Complaints procedure

The Academy's complaints procedure is set out in the Academy prospectus. In the vast majority of cases any complaints can be dealt with by contacting, in the first instance, the pastoral staff and then the Senior Leadership Team. The Principal may be contacted if an issue is not easily resolved.