



Sandwell Academy Special Educational Needs and Disabilities Information and Policy

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Contents Page

Table of Contents

Contents Page	3
Introduction	4
Aims	4
Special Educational Needs and Disabilities (SEND)	5
SPECIAL NEEDS ADMISSIONS	5
Identification and Assessment of Students with SEND	6
Identification of Students with SEND	6
English as an additional language	7
Learning and Behaviour Support	7
The organisation of Learning and Behaviour Support	8
SPECIAL FACILITIES	9
Child Protection Procedures	10
ANNEX 1	11
ADMISSIONS FOR STUDENTS WITH SEND	11
TRANSFER OF STUDENTS WITH SEND	11
TRANSFER OF STUDENTS POST 16	12
ANNEX 2	13
PROVISION FOR EXCEPTIONALLY ABLE STUDENTS	13

Introduction

Sandwell Academy is committed to maximising student performance through the planning and delivery of a fully differentiated curriculum. A range of teaching strategies and methodologies are used as a foundation for maximising the performance of all students. All students identified as having Special Educational Needs, are provided with equal access to the curriculum through support that is be given in a variety of ways to suit individual needs and requirements. The Academy operates a whole school approach to special educational provision, where all staff are responsible for meeting the special educational needs of students. The SEND offer for Sandwell Academy is published on the website. SEND is used as an abbreviation for Special Educational Needs and Disabilities throughout this policy.

Sandwell Academy is committed to fair and equal treatment of all individuals regardless of need. The Academy shall have regard to the Children and Families Act 2014. The Academy ensures that all children with Special Educational Needs and Disabilities receive the appropriate support as outlined in the Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (DfES 2014) and any guidance issued by the Secretary of State relating to sections 316 and 316A of the Education Act 1996. 'It has an Accessibility Plan in place, taking account of the guidance in 'Accessible Schools: planning to increase access to schools for disabled students 2003'. The Academy ensures it gives due regard to the Disability Discrimination Act 1995, The Equality Act 2010 together with the Special Educational Needs and Disability Regulations 2014.

Aims

The aims of this policy are to ensure as far as is reasonably practicable that the 'Special Educational Needs and Disabilities Code of Practice: 0 to 25 year (DfES 2014) is implemented at the Academy together with the Education Act 1996 (sections 316 and 316A).

- All students are fully integrated into the Academy and individual needs are continually assessed and supported as far as is practicable within a mainstream educational establishment.
- Students with SEND have access to the appropriate support and adaptations to enable them to be fully included in the life of the Academy.
- The Academy identifies students, previously not identified, with SEND and implements the appropriate procedures to provide support.
- The views of the individual student and their parent/guardian are taken into account at all times when their requirements are being assessed.
- The appropriate mechanisms are implemented annually to ensure students' needs are met and parents/carers with SEND children are fully consulted
- The roles and responsibilities of the Governing Board, Headteacher, Senior Leader with responsibility for SEND, SENCo, Teaching staff and Support staff are clarified.
- Members of staff working with students with SEND have appropriate information, support and training.

- The Academy environment accommodates children with disabilities and provides the appropriate facilities.
- Applications for admission from all potential students are considered in line with the published Rules for Admission.

Special Educational Needs and Disabilities (SEND)

Any student may experience a difficulty at some point in their school career, whatever their level of attainment. Some students need support to access and progress through the curriculum at a challenging yet appropriate pace. Early identification of students who need additional support is essential to enable staff to provide effective learning experiences for individual students. Some of these students may have Statements of Special Educational Needs or Education, Health and Care Plans (EHCP). A statement or EHCP specifies in detail the special educational provision that is considered appropriate. Most students, however, who for a variety of reasons do not maximise their potential, are not likely to be in receipt of an educational statement or EHCP.

Students who attend Sandwell Academy may have:

- Social, emotional, behavioural and / or mental health difficulties
- Physical problems or disabilities and/or sensory impairments.
- Specific difficulties related to aspects of language, literacy or mathematics
- Mild, sometimes temporary, difficulties which cause a slower rate of progress through the curriculum
- exceptional ability in one or more curriculum areas

SPECIAL NEEDS ADMISSIONS

The Academy admits students from across the whole ability range on an equal basis in accordance with the Rules of Admission. For the specific details referring to the admission and transfer of students with SEND to the Academy refer to Annex 1.

Where applicants have been identified as having a Statement or an EHCP for SEND an assessment will be carried out by an Educational Psychologist, a meeting may then be convened with the Headteacher, Senior Leader for Inclusion, SENCo, a representative from Sandwell Metropolitan Borough Council, and parents/carers to assess the suitability of the Academy's provision for the applicant prior to admission.

Meetings with parents/carers of students, who have a Statement/EHCP, will be arranged prior to transfer to ensure that all relevant information is gathered and appropriate provision is organised.

Identification and Assessment of Students with SEND

Early identification and assessment for any student who may have SEND is essential. Assessment should not be regarded as a single event but as a continuing process where programmes, processes, interventions and outcomes are evaluated and when applicable adapted to meet students' needs. The Academy is responsive and open to the expressions of concern by parents/carers and take account of any information that parents/carers provide about their children. Some students may also express concerns about their own progress, which will be treated appropriately. Other professionals (Connexions, CAMHS, etc) may become aware of issues as they work with students and these will be taken seriously. The Academy tries hard to ensure that parents/carers are aware of the local parent partnership service that will be able to offer parents/carers advice and support.

Identification of Students with SEND

It is acknowledged that the request for support for individual students can occur at any time. The identification of need can come from any one of a number of sources. For example:

- Subject Teacher
- Personal Tutor
- Feeder Primary School
- Any member of staff
- Parents/carers
- The individual student
- Academy Nurse
- Outside Agencies

The Senior Leader for Inclusion together with the SENCo co-ordinates the referrals, assessments and Individual Provision Maps through the relevant personnel and in full consultation with parents/carers. The Academy adopts a graduated approach to match the special educational provision to the needs of students, with due regard to the Special Educational Needs and Disabilities Code of Practice ; 0 to 25 (2014) and the guidelines for Child Protection issued by the Sandwell Area Child Protection Committee and The Equality Act 2010.

The identification of a student's SEND may take a variety of forms including:

- Identification from Primary schools
- Assessments carried out for reading, spelling and numeracy on entry to the Academy.
- The measurement of student's progress by referring to:
- Evidence from teacher, teaching assistant, outside agencies observation and assessment

- A student's progress measured against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- Standardised screening or assessments
- Parental Concern

English as an additional language

The identification and assessment of the SEND of a student whose first language is not English requires particular care. It is necessary to consider the student within the context of their home, community and culture.

Where there is uncertainty about an individual, the Academy will make use of any local sources of information and advice relevant to the ethnic group concerned, exploring community liaison arrangements where they exist. A lack of competence in English must not be equated with learning difficulties. However, when a student who uses English as an additional language makes slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

In such cases the Academy will look carefully at all aspects of the student's performance in different curriculum areas to establish whether the problems they have are due to limitations in understanding English or from SEND.

The Senior Leader for Inclusion or SENCo may co-ordinate a full assessment at an early stage identifying the exposure a student has had to each of the languages they speak, the use they make of them currently and their proficiency in them. The information about their language skills obtained in this way will form the basis of all further work with them both in assisting their learning difficulties and in planning any additional language support that may be required.

Learning, Social, Emotional, Mental Health and Behaviour Support

Sandwell Academy operates a whole school approach to special educational provision. This means that all staff share responsibility for meeting the special educational needs of all students. Effective mixed ability teaching provides the foundation for maximising student performance. To this end, the teaching staff at Sandwell Academy have agreed the following objectives:

- To provide a curriculum which enables all students to realise their full learning potential and to benefit from the National Curriculum through quality first teaching.
- Resources are targeted specifically for those with learning, social, emotional, or behavioural difficulties and/or exceptionally able students.
- A whole school approach to Learning and Behaviour Support is adopted so that meeting SEND is an integral part of curriculum planning, delivery and assessment

- To identify individual needs and provide appropriate support
- ICT is fully utilised to facilitate independent learning to allow students to take more control over their learning

Extra help and Learning Support for exceptionally able students and those with learning difficulties may take a variety of forms:

- A specially designed learning programme
- Assistance from an extra teacher, technician, parent or helper in the classroom
- Being taught individually or in small groups
- Using technological equipment, eg electronic spelling aids, radio microphones and software for specific skill training
- Flexible learning at alternative education providers.

The organisation of Learning, Social Emotional, Mental Health (SEMH) and Behaviour Support

Avoidance of labelling and non-segregation is fundamental to good practice. Each student is offered their curriculum entitlement, including the National Curriculum, within the context of the classroom alongside their peers and subject teachers. Each student is given the opportunity to develop from their own starting point and progress at an appropriately challenging pace. Additionally, specialist teaching and resources are provided for students who require Learning and / or SEMH and/or Behaviour support.

All Special Educational provision is monitored by the Governing Board of the Academy.

When the needs of individual students have been assessed, it may become necessary to target additional resources to facilitate learning. The Senior Leader for Inclusion together with the SENCo will co-ordinate the procedures for Learning Support, which will enable teachers in the areas of learning experience to:

- Develop procedures for the identification of students with SEND, including the exceptionally able (see Annex 2)
- Provide in-class support for targeted students
- Team teach or provide individual tuition if the need arises
- In conjunction with the class teacher and consultant teacher, prepare individual programmes of study and resources for targeted students
- Develop staff expertise in catering for students with SEND

- The Senior Leader with responsibility for Inclusion and SENCo will provide specialist guidance and co-ordinate this provision in consultation with the Senior Management Team.
- SEND features as an agenda item on both Senior Management Team Meetings and Department Meetings.

The Senior Leader for Inclusion and SENCo meet at least weekly and the Senior Leader for Inclusion meets with the Inclusion team on a weekly basis as part of the whole school meeting schedule

An ongoing programme of staff development has been developed to enhance the skills of the Inclusion Team and school staff. This will be linked to the Academy Development Plan.

All teaching staff are informed about students with SEND via the Department Meetings, Staff Briefings, Special Needs Confidential File and electronic mail. This enables teachers to plan effectively and implement any recommended teaching strategies.

Support for students is available from outside agencies including:

- Educational Psychologist
- Advisory Teachers for Learning
- Advisory Teachers for SEMH
- Hearing Impaired Service
- Visual Impaired Service
- Social Services
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Black Country Women's Aid

All outside agency support is co-ordinated by the Senior Leader for Inclusion or the SENCo.

Student progress is carefully monitored. Regular feedback is provided for students and parents/carers via Module Reports, Records of Achievement and Review Meetings between personal tutors, parents/carers and Inclusion Team.

SPECIAL FACILITIES

The Academy has exceptional resources, which enable the staff to cater for the needs of a wide range of students. Facilities include:

- Portable lap-top computer
- Access to the school's PC network
- Access to spell-checkers, dictaphones, CD ROM's and Multi-Media facilities
- A medical room supervised by a full time RGN qualified nurse
- A lift to the First Floor Teaching Areas
- A Disabled Toilet and changing rooms
- Learning Support Staff who provide learning support.
- Mentor, Behaviour Support staff, Aspire Coach, Counsellor.
- Information Technology Technicians who provide support for both staff and students
- Physiotherapy room

- Inclusion base
- Willetts Support centre

Child Protection Procedures

The named Child Protection Officer for the Academy is **Mrs Helen Jones**, Senior Leader for Inclusion. The Academy shows due regard for the guidelines issued by Sandwell Metropolitan Borough Council Child Protection Committee.

ANNEX 1

ADMISSIONS FOR STUDENTS WITH SEND

Where the Local Authority proposes to name Sandwell Academy in a statement of SEND or EHCP made in accordance with the Children and Families Act 2014 or section 324 of the Education Act 1996, the Academy shall consent to being named, except where admitting a child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy shall have regard to the relevant guidance from the Secretary of State to maintained schools. In the event of any disagreement between the Academy and the LA over the proposed naming of the Academy in a EHCP, the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's decision is final.

Where the LA proposes to name Sandwell Academy in a EHCP of SEN, they must provide, as part of the consultation, a copy of the proposed EHCP .

The LA is required to make the Academy aware of the services on offer and to provide support for students with SEND. Funding for children with statements or EHCP who transfer to the Academy should follow the child and be comparable to maintained specialist schools for children with statements or EHCP. The LA has a duty to ensure that the special educational provision specified in a statement or EHCP of SEND is made, and may provide other assistance in respect of a statemented child/ child with a EHCP. For students without statements, the Academy will meet their needs from the recurrent funding.

TRANSFER OF STUDENTS WITH SEND

Prior to transfer to the Academy the Senior Leader for Inclusion will

- Ensure that the Academy, where possible, receives the school records of all students transferring to Year 7 who have been identified by Primary schools as having SEND
- Ensure that the Academy receives information from other relevant agencies identified
- Endeavour to ensure that copies of the statements/ EHCP and Individual Provision Maps of students transferring are received
- Liaise with the Primary school SENCo and where possible, attend Year 6 annual reviews of students with statements/EHCP to ensure a smooth transition and appropriate planning of IEP's in Year 7
- arrange for Year 6 students who are in receipt of a Statement /EHCP or on the SEND register to visit the Academy during the Summer term, assist with a smooth transition
- meet with the parents/carers of children transferring to the Academy who are in receipt of a Statement/EHCP to aid the process

Will be responsible for providing the appropriate information and resources for all teaching and support staff prior to the start of the Autumn term so that they can:

- Use the information to provide starting points for the development of an appropriate curriculum for the student and provide quality first teaching.
- Identify the student's skills and highlight areas for early action to support the student within the class.

TRANSFER OF STUDENTS POST 16

- Preparation of Moving Forward Document
- Transition Plans
- Regular appointments with Director of Careers and Guidance and if appropriate Connexions
- Support for college interviews
- Close liaison with parents.

ANNEX 2

PROVISION FOR EXCEPTIONALLY ABLE STUDENTS

Students who display exceptional talent in one or more curriculum areas will be identified from a range of different sources to include:

- Results of Admissions Tests
- Feeder School Reports
- Subject Teacher Referrals
- Results from National Curriculum Assessments
- Parental Referral

It will be the responsibility of teachers and parents/carers to ensure that the motivational level of these students remains high. Exceptionally able students will be catered for in a variety of ways at Sandwell Academy to ensure that they are stretched by a curriculum which is challenging and rigorous. Strategies which may be employed include:

- Meetings between parents/carers, personal tutors and able students to establish individual programmes of study
- Regular reports to parents/carers
- Membership of Express Groups
- Extension activities within the curriculum
- Unlimited supply of relevant, curriculum related homework
- Students who display exceptional ability may be targeted for specialist teaching in small groups within their programmes of study.
- Students may be taught in sets at the direction of the Deputy Head/Senior Teacher within Departments
- Students will be actively encouraged to participate in Session 3 community activities