

Jan 2017

## **SOUTH SHORE ACADEMY**

### **SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY**

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This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND and has been produced in the spirit of current reform.

#### **1. Aims and Objective**

1.1 The aim of this policy is to develop and provide a world class education for pupils with SEN and disability. We aim to raise the aspirations of and expectations for all pupils with SEN. South Shore Academy provides a focus on outcomes for children and young people and not just hours of provision/support.

1.2 Our objectives are:

- 1.2.1 To identify and provide for pupils who have special educational needs and additional needs
- 1.2.2 To work within the guidance provide in the SEND Code of Practice 2014
- 1.2.3 To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- 1.2.4 To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy
- 1.2.5 To provide support and advice for all staff working with special educational needs pupils
- 1.2.6 To provide support and advice for parents and families of children with special educational needs.

#### **2. Definition of Special Educational Needs**

2.1 The Academy recognises that all young people have learning and/or behavioural needs and that for some these individual needs become special educational needs.

2.2 The Academy recognises that every teacher is a teacher of every child, including those with SEN

2.3 Whilst it is recognised that young people with SEND are not a readily defined and discrete group, for the purposes of this policy the Academy adopts the legal definition provided by the 1996 Education Act: 'A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her'.

2.4 The SEN Code of Practice (2014) says a child has a learning difficulty if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

2.5 Special Educational Provision means:

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

2.6 The Academy recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and teaching.

2.7 Only in a small minority of cases will a child have special educational needs of a severity or complexity, which require a Education Health and Care Plan.

2.8 The 1996 Education Act (Section 32) says: 'A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home.'

2.9 Neither does the exceptionally able or gifted child fall into the remit of special educational needs. The Academy recognises that these young people have their own needs which are addressed separately. We also recognise that children and young people may have special educational needs in some areas of their learning and be identified as gifted and talented in others.

The Every Child Matters Agenda has been considered for all of our young people. The five learning outcomes of the ECM agenda are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. The outcomes are intended to be seen as mutually reinforcing. For example, children and young people learn and thrive when they are healthy, safe and engaged, and educational achievement is seen as the most effective route out of poverty. Young people's needs are not considered in isolation by a particular agency or academy acting alone. Rather, these will be met by "extended" schools and multi-agency working.

The Academy recognises the importance of the ECM agenda and are focused on improving outcomes for disadvantaged groups, including looked-after children and those with SEN and disabilities.

Appendix 1 and 2 provide further details of the classification and types of SEND.

The Academy's SEN Information Report also contains further details of SEN provision.

### **3 Scope of the Policy**

3.1 This policy applies to all young people in the Academy who have additional or special educational needs. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability, or social circumstances.

3.2 This policy also has implications for all our partners in the SEND process, e.g. partner

Academy's, governing bodies, parents/carers and statutory voluntary agencies.

## **4. Responsibilities**

4.1 The Governing Body: BFET board will ensure the Governing Body will use its best endeavour to ensure high quality education and support for all. There is a nominated Governor with specific responsibility for SEND.

4.2 The Special Education Needs Coordinator (SENCo): The Academy recognises that all staff will potentially work with young people with SEND and that all teachers are teachers of those with special needs. The work is led by a Special Education Needs Coordinator who will work closely with the nominated Governor and staff. The role of the SENCo within the Academy is to be responsible for:

- The day to day operation of the Academy's SEND policy.
- Liaising with and advising Academy staff, giving clear guidelines for procedure when needs are identified.
- Coordinating provision for students with SEND.
- Maintaining the Academy's SEND register and overseeing records of all young people with SEND.
- Liaising with parents/carers of young people with SEND.
- Contributing to in-service training and professional development of staff.
- Liaising with external agencies including Melland Outreach Team, TASS Team and other SEND support services, health and social services and voluntary bodies.
- Liaising with SENDCos from other Academies and schools, via membership of the BFET SEND Network to ensure effective use of resources and the development and dissemination of good practice.
- Managing a range of resources, human and material, including individual and group education plans linked to young people with special educational needs.
- Providing support and advice to colleagues.
- Monitoring and evaluating the special needs provision and reporting to the Governing Body on the progress of students with SEND.

4.3 The Principal: The Principal has the responsibility for the overall management of all aspects of the Academy's work including provision for young people with special educational needs. He or she will keep the Governing Body fully informed.

## **5. Philosophy**

5.1 The key values and beliefs that underpin the Academy's SEND policy are:

- Equal value and respect for all.
- Equal opportunity for all.
- Recognition of individual differences with special regard for young people with special educational needs.
- The development of skills for life through the provision of appropriate learning opportunities.
- A constant search for improvement in the quality of service.
- Commitment to both the spirit and statutory requirements of legislation, including partnership between students, parents/carers and professionals.

## **6. Statement of Principles and Values**

6.1 The principles and values within the Academy's policy are underpinned by the need to:

- Promote high standards of education for young people with SEND.
- Encourage young people with SEND to participate fully in the Academy community and take part in decisions about their education.

- Work with other statutory and voluntary bodies to provide support for young people with SEND.
- For young people with special educational needs, the key principles underpinning this vision and through which the above aims are to be met are:
  - Early intervention.
  - Promoting inclusive education.
  - Partnership with parents/carers and carers.
  - Promoting high expectations.
  - Equality of opportunity.
  - Sharing responsibility.
  - Continuum of high quality provision.
  - High quality trained staff.
  - Procedures, which are clear and effective.
  - Monitoring, review and evaluation.
  - Partnership with young people.

6.2 Early Intervention: The Academy will recognise that the early identification of a child's Special Educational Needs, together with appropriate multi-disciplinary intervention, should reduce the need for more intensive support later in the child's life. In working towards this principle the Academy will ensure that:

- Academy staff to work closely with primary and secondary colleagues on transition.
- Every consideration will be given to the views of parents/carers in the assessment and decision making process. Young people with special educational needs will also be consulted whenever possible.
- Procedures for inter service and cross agency referrals will be actively used and reviewed regularly.

6.3 Promoting Inclusive Education: The Academy believes that Inclusive Education is a human right, is good education and makes good social sense. It is recognised that inclusion is a process requiring collaborative input from parents/carers, partner schools and academies, support services, other agencies and the broader community.

6.4 Partnership with Parents/Carers: The best results are achieved where the Academy and its parents/carers work in. In working towards this principle the Academy will:

- Assist parents/carers in their understanding of Special Educational Needs procedures, Academy based provision, other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.
- Provide opportunities for mediation and discussion where necessary.
- Meet parental/carer preference for an Academy place subject to the requirement that the individual child's special educational needs can be met; that the education of other young people will not be adversely affected and that resources are efficiently used.
- Ensure that assessment and review processes seek and take account of the parents/carers and child's views wherever possible.
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities.
- Provide clear written descriptions of the support services available for young people with special educational needs within the Academy and the local area.
- Provide information in a variety of formats about the range of voluntary and statutory agencies which may be able to assist parents/carers of young people with special educational needs.
- Value families as the prime educators of their children.
- Recognise that families have valuable knowledge of their child, which service providers

should encourage them to share.

- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
- Promote mutual respect as the basis for communication between the Academy and families. This should include sensitivity to family's needs, desires and understanding.
- Develop and promote open, honest and effective means of communication about the needs of young people who have SEND/disabilities.
- Deliver information in an appropriate and accessible form.

6.5 Promoting High Expectations: The Academy will set high standards for young people with special educational needs with an expectation that they will achieve their full potential. In working towards this principle, the Academy will ensure that:

- Every student experiencing Special Educational Needs will have the barriers to achieving their potential identified and removed.
- Literacy and numeracy strategies and relevant targets will be applied equally to all young people including those with special educational needs.
- Young people with SEND have equal access to extra curricular and extended activities.
- The use of assessments and the value added data will provide effective measures of the performance of young people with special educational needs.
- All young people should develop high esteem. Through this it is anticipated that young people will contribute to the setting, assessment and review of personal goals.

6.6 Equality of Opportunity: Young people with SEND are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum, including the National Curriculum. In working towards this principle the Academy will ensure that:

- All young people are valued equally.
- Special educational needs will not be considered a barrier in achieving a place at the Academy.
- The building will be DDA compliant.
- All young people will be expected to make progress regardless of gender, disability, race, faith and culture.
- All young people have access to a relevant, broad and balanced curriculum including the National Curriculum. The main aim of additional and specialist resources is to enable young people to access this curriculum.
- Additional resources will be allocated to those young people with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to identification and assessment of special educational need.

### 6.7 Sharing Responsibility

6.7.1 The Academy recognises that parents/carers are their child's first educators. Meeting young people's special educational needs is a shared responsibility. Working towards this principle the Academy will share responsibility with a range of other partners and agencies.

6.7.2 The Academy believes that the interests of the young people can best be served by viewing identified difficulties as a whole. Procedures will recognise the importance of sharing information and collaboratively devising support programmes for young people with special educational needs. This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved.

6.8 Continuum of High Quality Provision. In working towards this principle the Academy will:

- In accordance with the Code of Practice and Disability Discrimination Act ensure that a young person's special educational needs will be met alongside his or her peers and within his or her own community.

- Ensure that a continuum of provision is available to meet a continuum of need.
- Actively use systems to secure collaborative working between the Academy and special schools and between the Academy and local/national support services.
- Keep under regular review Special Educational Provision to ensure there is consistency between policies within the Academy.
- Work with the Special Educational Needs support services to improve the quality of provision.

## 6.9 High Quality Trained Staff

6.9.1 Young people with SEND, and their families, have a right to be supported by high quality, skilled professionals. The Academy will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in special educational needs.

6.9.2 This programme will be a comprehensive and appropriate staff development programme which addresses the skills and knowledge staff will need to fully support and teach all learners who attend the Academy. This will be available not only to teaching staff but also to support staff and all those involved in managing the statutory assessment process.

6.10 Clear and Effective Procedures: Procedures for identifying young people with special educational needs and for monitoring their progress should be clear, effective and straightforward.

Any such procedures will take account of the most recent Code of Practice on the identification and assessment of special educational needs. In working towards this principle, the Academy will:

- Focus on preventative work with young people.
- Ensure statements of SEND and learning plans are reviewed annually and the appropriate action taken where required.
- Ensure procedures for identifying young people with special needs and for monitoring their progress are clear, effective and straightforward and follow published local and national criteria.
- Ensure procedures are in place to make sure the views of parents/carers and young people are sought when the statutory review process is taking place as well as those of the professionals involved.
- Ensure procedures are in place to involve parents/carers and students in the setting of targets, assessment of progress and review of Access to Learning Plans.
- Monitor and evaluate the Academy's performance in relation to young people with special needs using feedback and surveys to gather their views and those of their parents/carers in addition to assessment data.

## 6.11 Monitoring Review and Evaluation

6.11.1 The Academy will conduct internal reviews at least annually to complement the on-going monitoring and evaluation of provision and outcomes. The SENDCO will report regularly to the Principal and Governing Body in relation to SEND.

6.11.2 Parents/carers also have a role to play through their contribution to reviews of their young people's learning.

6.11.3 In carrying out its responsibilities towards young people with special educational needs the Academy will:

- Keep its arrangements and provision for SEND under review.
- Review the effective use of its resources.
- Review and evaluate the Academy's arrangements for individual education planning and reviewing, including parental and Support Services involvement.
- Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the Academy's Development Plan and SEND Policy.

6.11.4 The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of young people who have special needs covers a range of important and interrelated areas. In particular:

- Allocation and effective use of resources.
- The performance of local and national support services as experienced by students and staff.
- The performance of Academy support staff as experienced by students and other staff.
- The provision for young people with special needs within the Academy including annual review of statements and individual learning plans.
- Individual student progress as measured against set targets.
- Use of delegated funds.

#### 6.12 Partnership with Young People

We believe that partnership with young people is essential in relation to SEND and they have the right to have their views incorporated into assessment and review, and to be involved in decision-making about their own SEND. Specifically:

- Young people have the right to have their views, expectations and needs taken into account in all planning.
- Effective action for learners with SEND will often depend on close co-operation between the Academy, the health services and young people's services. We are committed to implementing such co-operative arrangements in order that services for individual young people and families can be as seamless as possible.
- All young people have the right to learn together, develop relationships and prepare for life in the mainstream.
- All young people should be encouraged to develop a positive sense of self image and a pride in their own identity.
- All young people should be encouraged to accept and value differences.

#### COMPLIANCE

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

#### APPENDIX 1

##### Classification of SEND Provision

1. **Additional SEN Support** is established when a child is identified as needing interventions that are additional to or different from those proved as part of the school's differentiated curriculum and strategies. The child's needs may be such that the school needs to seek advice and support from external support services.

2. Request for statutory assessment. Such a request may be made by school or parents, for only

a very few pupils who have failed to make adequate progress through Additional SEN Support Education. If an Education Health and Care Plan (EHCP) is issued following the assessment process, this is a legal document describing the child's needs and the provision needed to meet those needs. The EHCP is reviewed on an annual basis and can be reviewed more frequently if there are concerns or the child's special educational needs (SEND) appear to have changed.

3. Access to Learning Plan. Pupils receiving support at Additional SEN Support or via an EHCP should have a record of the support they need on an Access to learning Plan (ALP). This includes a PEN portrait, an overview of their need, strategies, interventions, desired outcomes and termly evaluations. (The 2014 SEN Code of Practice removes the need for IEPs).

## APPENDIX 2

### Broad areas of need – SEND Code of Practice 2014

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

#### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment



(MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **How ICT can enhance teaching and learning in Special Educational Needs**

Some pupils in your class may have learning difficulties caused by a physical disability, a problem with their sight, hearing or speech, emotional or behavioural problems, a medical or health problem or difficulties with reading, writing, speaking or numeracy. The use of ICT is essential in enabling pupils with Special Educational Needs to gain access to the curriculum.

For pupils with **physical and sensory disabilities**, ICT can be used to:

- provide switch access to classroom activities such as matching, sorting and word processing
- translate text into speech and speech into text
- prepare work which is specially adapted with large fonts, symbols and particular colours

This will give pupils some level of independence in partaking in activities and the ability to work in an environment that encourages play and investigation.

For pupils with **cognition and learning difficulties**, using ICT can:

- provide pupils with a clutter-free working environment where features of programs are linked to pupils' ability
- enhance the development of activities which are clear, focused and attractive to pupils
- enable pupils to practise skills in a different context, allowing numerous repetitions in order to aid learning
- support language development activities and offer multi-sensory ways of learning
- offer a medium for differentiated activities

For pupils with **social, emotional or mental health difficulties**, using ICT can:

- offer pupils a non-threatening or non-judgemental situation
- allow pupils to be motivated and offer opportunities for success
- give pupils the opportunity to be responsible for their own learning
- allow pupils to work on tasks that are more manageable and achievable

Next review:

Signed

....., Chair of Governors