



**PADGATE
ACADEMY**

Special Educational Needs and Disabilities (SEND) Policy

Date approved by the Governing Body	13 February 2019
Signature of Chair of Padgate Academy Governing Body	Mr G.A. Wilson
Signature of Academy Principal	Mrs M. Barclay
Next review	February 2021

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Name of Padgate Academy SENCo

Mrs K Bretherton - She has direct responsibility for SEND provision.

The Policy

1. Introduction

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- 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”¹

Definition of Special Educational Needs (Section 312 Education Act 1996)

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age or;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught.

Special educational provision means:

For a child of two and 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 LA, other than special schools, in the area.

This policy will set out how the Padgate Academy fulfils the statutory requirements of the Special Educational Needs Code of Practice (2014).

¹ Department of Education. Department of Health (2014)

2. Objectives

The objectives of this policy are to:

- provide a relevant broad based curriculum within a caring environment in which all students can develop and grow towards their full potential regardless of ability;
- enable every student to experience success at whatever level;
- promote individual confidence and a positive attitude;
- give students with SEND equal opportunities to take part in all aspects of the academy's provision, as far as is appropriate;
- provide for and support the children with special needs to follow the whole school curriculum and to achieve success and progress according to their potential;
- ensure that students with SEND have opportunities to express an opinion, and have that opinion taken in to account in any matters affecting them;
- involve parents/carers in planning and supporting at all stages of their child's development; and
- ensure that the responsibility held by all staff members for SEND, is implemented and maintained.

The aims of the policy are to:

- Identify and provide for students who have special educational needs and additional needs;
- Work within the guidance provided in the SEND Code of Practice, 2014'
- Operate a 'whole student, whole school' approach to the management and provision of support for special educational needs;
- Provide a Special Educational Needs Coordinator (SENCo) who will work to deliver the SEND Inclusion policy; and
- Provide support and advice for all staff working with SEND students

3. Roles and Responsibilities

Responsibility for the management of the Academy's provision for learning support lies with the principal of the Academy.

Responsibility for the day to day operation of the Academy's SEND Policy lies with the SEND Coordinator (SENCo).

In addition, the SENCo has overall responsibility for the management of the teaching assistants and Learning Support Team.

Provision for students with SEND is in all respects a whole school issue. It is the responsibility of each teacher to raise the attainment of students at least in line with national standards of SEND with in their specialist subject area.

It is the responsibility of the SENCo to quality assure the systems in place to ensure that individual students succeed.

Role of the Nominated Governing Body Member

- work closely with the Principal and the SENCo;
- challenge and support the SENCo to ensure progress of SEND students is at or above national expectations;
- Through the Chair of SOAC, report to the Governing Body on the progress of students with SEND

Role of the Special Needs Co-ordinator (SENCo)

The SENCo will:

- have or be working towards the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience;
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all Academy personnel understand their responsibilities to children with SEND;
- work with the Principal to oversee the day to day provision for students with SEND within the school including those with education, health and care (EHC) plans;
- identify the barriers to learning and what special educational needs provision that a student requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- provide awareness training for parents;
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist as required;
- organise and monitor in-house and external support for a student with SEND;
- monitor this support;
- keep parents up to date with the SEND provision for their child;
- ensure students with SEND have full access to the curriculum;
- ensure students with SEND are included in all school activities and events;
- arrange for key workers to be allocated to students with SEND;
- help select, train, organise and manage a team of teaching assistants (TAs);
- undertake classroom observations of students and TAs;
- ensure differentiated teaching methods are being used effectively;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of students and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- organise annual reviews and complete statutory paperwork;
- annually report to the Governing Body on the success and development of students with SEND

Role of Class Teachers

Class teachers must:

- have high expectations of students with SEND;
- be aware of the Academy's policy for the identification and assessment of students with SEND and the provision it makes for them;
- be well informed of the special needs and medical conditions of the students that they teach;
- implement any advice and teaching strategies provided by the SEND team;
- provide high quality teaching for all students;
- deliver the individual programme for each SEND student;
- include students with SEND in all class activities;
- ensure their planning is differentiated and challenging;
- track and monitor the progress of all students;
- inform the SENCo of any identified barriers to learning and lack of progress of students;
- liaise with parents of students with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction; and
- identify any additional training needs they require.

Role of Teaching Assistants (TAs)

Teaching assistants will:

- work closely with the SENCo and class teachers;
- ensure the Academy adheres to the statutory requirements towards SEND;
- provide support for individual or groups of students with SEND;
- provide in- class and out of class catch up literacy and numeracy support for students;
- assist in the preparation of lessons;
- monitor students' progress;
- provide feedback to teachers and the SENCo;
- attend appropriate training; and
- suggest training needs.

4. Arrangements for Co-coordinating Special Needs Provision

Co-coordinating provision for students requiring learning support is the responsibility of the SENCo in consultation with SOAC, the senior leadership team (SLT) and SEND Inclusion Manager.

Such arrangements may include the identification, assessment, provision for, monitoring and review of all students requiring additional provision to and different from mainstream education, as well as liaison with parents, carers and outside agencies.

The implementation and monitoring of the strategies and interventions to support is also viewed as very much the responsibility of the academy's whole school community.

5 Admission and Accessibility Arrangements

Padgate Academy strives to be a fully inclusive school. All students are welcome including those with special educational needs and disabilities. The Academy follows the procedures set down at national and local level for admitting students including those students with – or being assessed for – a Statement of SEND or Education Health Care Plan (EHCP).

Students will gain admission through the standard local authority (LA) procedures. All students who reside in the catchment area who have given Padgate Academy as their first priority will normally be admitted.

6. Provision

Resources are used to provide support for specific areas of difficulty. This includes support for all areas of learning as well as providing support for students with other special educational needs and disabilities. Use is also made of support provided by external agencies

Wherever possible, students are taught within mainstream classes: this reflects the Academy's acknowledgement that all students have an entitlement to share the same learning experiences as their peers. Subject teachers **must** ensure that they are aware of the additional needs of students in their classes. They **must** be familiar with the details given on the schools Additional Needs Register and work closely with the Student Passports for Success.

7. Allocation of Resources

Funding for SEND is allocated to the Academy through the system currently employed by the Local Authority in which the academy is located. This includes a specific element for SEND provision.

The funding sometimes provides for a number of teaching assistants and staff with SEND expertise. The priority is to provide support for students with a Statement of SEND or EHCP.

The Procedure

1. Arrangements for Identification, Assessment and Review of Students with Special Educational Needs

The Academy's procedures for the identification, assessment and review of students are in line with the guidance given in the Special Educational Needs Code of Practice 2014.

The register for students with additional needs is maintained and updated regularly. Areas of special educational need will be categorised as follows:

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

The Academy's staged approach follows national and local guidelines:

- **SEND Support:** additional and/or different support over and above the school's main curriculum and provision. In some cases further advice and interventions will be sought from external support agencies. This responsibility will be shared under the direction of the Inclusion Manager and SENCo.
- **Education, Health and Care Plan (EHCP):** National and LA requirements and guidelines are followed for those students with an EHCP.

The co-ordination of the delivery of these procedures is the responsibility of the SENCo.

An Additional Needs Register will be kept of students with SEND. The register will form the basis of a provision map, the aim of which is to have a details of the provision that is being made for those students identified as in need of special provision.

All students with an EHCP will have a Student Passport. These will be reviewed annually.

The aim of the Student Passport is to give detailed information to teachers and support staff, offering guidance to help and outline any provision that has been put in place. Interim and annual reviews will set curriculum targets for each student, to be met across all curriculum areas.

2. Statutory Assessment

The Academy follows all national and local procedures for students with an EHCP. The Academy works with all agencies including those provided by the LA in order to produce or maintain an EHCP. Parents of students needing an EHCP will be fully involved in the process; both in the writing of the EHCP and in any subsequent reviews and amendments. The Academy fully implements all procedures for reviewing each EHCP, in line with the Code of Practice, 2014.

3. Curriculum Access, Exams and Inclusion

The Academy strives to be an inclusive, encouraging a sense of community and belonging through its:

- inclusive ethos;
- broad and balanced curriculum for all students; and
- high expectations with aspirational targets.

Students with SEND may need special arrangements to ensure access to public examinations. Students may need to be assessed and their needs identified as follows:

- students who may need access arrangements will be identified at the start of each academic year through an identified process.
- teaching staff will record information on what support is provided before outside assessment is sought;
- the SENCo will liaise with the exams officer to ensure that necessary applications are made and arrangements are put in place.

4. Staff Development

Decisions on SEND in-service training for all staff will be coordinated through the SLT and the SENCo.

New staff, both teaching and relevant support staff, will have an induction into the policies and procedures for those students with SEND. This will be the responsibility of the SENCo.

5. Parental Partnership

The Academy involves the parents/carers of all SEND students in decisions affecting their child's education.

Parents are encouraged to become involved in supporting their child's work both at school and at home.

Parents are encouraged to participate in their child's education through:

- regular information on their child's progress;
- suggestions for working with their child at home;
- invitations to come into school to discuss their child's progress;
- providing copies of relevant information so that parents can make informed choices regarding their child's education;

6. Transition Arrangements

The Academy works closely with its primary and further education partners to ensure the smooth transfer of all students but especially those with special educational needs.

The SENCo in the Academy works closely with colleagues to gather information so that:

- accurate grouping arrangements are put in place;
- support is allocated to areas of greatest need;
- information is provided for teaching staff.

The SENCo and Head of Learning for Year 7 works with primary schools to ensure that they have a smooth transfer to secondary education.

For students with an EHCP, the SENCo may attend Annual Reviews, if invited, which take place in Y6.

The Annual Review in Y9 and Y11 will be used as a Transition Plan to put in place a relevant program for KS4 or KS5. All agencies involved with each student will be included in this review which will be evaluated as the student moves through KS4 and KS5.

7. Arrangements for Complaints

Complaints specific to learning support should, in the first instance, be referred to the SENCo, failure to resolve complaints would lead to the matter being dealt with under the Academy's Complaints Policy.

8. Monitoring, Evaluation and Review of the Policy

Evaluating Success

The success of the Academy's policy and provision for SEND needs will be evaluated by regular monitoring and review to ensure that:

- all staff know about the policy and are using it effectively;
- students with SEND are identified quickly with early intervention;
- parents and carers are fully informed and as far as possible involved in supporting their child;
- provision is matched to students' needs;
- there are close links with other external support services;
- students with SEND make measurable academic progress in line with the Academy's assessment policy:
- statutory requirements of the SEND Code of Practice are effectively met;
- attendance for students with SEND is at least in line with the national average.
- exclusion analysis of students with SEND; and
- student and Parent/Carer voice of SEND is respected and acted upon.

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.