



## Special Educational Needs and Disability Policy

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<b>Approval Board</b>	<b>Attleborough Academy Local Governing Body</b>
<b>Date of Latest Review</b>	<b>Spring Term 2021</b>
<b>Date of Approval</b>	<b>Spring Term 2021</b>
<b>Review Period</b>	<b>Twelve months</b>
<b>Target Review Date</b>	<b>Spring Term 2022</b>  The Review Period and Target Review Date refer to our internal policy review process. The published policy is current and is the most recent approved version.
<b>Legislation or Regulation</b>	<b>The Children and Families Act: Section 69</b> <b>The Special Educational Needs and Disability Regulations 2014</b> <b>The 0-25 Special Educational Needs and Disability Code of Practice (January 2015)</b>

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Equal Opportunities Statement

## 1. Introduction

- 1.1 Attleborough Academy recognise that all children have learning needs and that for some, these become Special Educational Needs (SEN). We recognise the Code of Practice 2014 which defines SEN as “a young person having a significantly greater difficulty in learning than the majority of others of the same age, or who has 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/academies within the area.”

We recognise that there is a continuum of special educational needs which should be reflected in the provision and that good practice in special needs is at the core of all excellent teaching and learning.

Our principles and values are underpinned by the Government's four broad aims for (erstwhile Local Authority) policy:

- Promote high standards of education for young people with SEND;
- Encourage young people with SEND to participate fully in the Attleborough 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 SEND, the key principle underpinning this vision and through which the above aims are to be met are:
  - Early intervention
  - Promoting inclusive education
  - Partnership with parents, carers and young people
  - Promoting high expectations
  - Equality of opportunity
  - Whole school responsibility
  - Continuum of high quality provision
  - High quality trained staff
  - Procedures which are clear and effective
  - Monitoring, supporting and evaluation

- 1.2 The National Special Educational Needs and Disabilities (SEND) ethos is for SEND students to access an educational package enabling them to flourish at the Academy and beyond. “Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (SEND Code of Practice 2015).
- 1.3 Attleborough Academy values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning and for all students to maximise their potential.

## 2. Aims and Objectives

- 2.1 The SEND aims of the Academy are:

- To ensure that all students have access to a broad and balanced curriculum;
- To provide a differentiated curriculum appropriate to the individual's needs and ability;
- To ensure the identification of all students requiring SEND provision as early as possible in their Academy career;
- To ensure that SEND students take as full a part as possible in all Academy activities;

- To ensure that parents and carers of SEND students are kept fully informed of their child's progress and attainment;

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

3.1 A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

3.2 A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other academies and schools;
- Is under compulsory school age or would be if special educational provision was not made for the child.

3.3 Special educational provision means:

- For children and young people from 0-25, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area;
- Children must not be regarded as having learning difficulties solely because their language, or a form of the home language, is different from that in which they are taught.

### **4. Provision**

4.1 Attleborough Academy will have due regard for the Special Educational Needs Code of Practice when carrying out our duties towards all students with special educational needs and ensure that parents or carers are notified when SEND provision is being made for their child.

4.2 The Attleborough Academy provision for SEND is described in the SEND information report on our website which is the Attleborough Academy Local Offer (please see Appendix 1).

4.3 Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, carers, teachers and students working together.

### **5. Admissions**

5.1 The Attleborough Academy Local Governing Body believe that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the SEND Code of Practice.

### **6. Inclusion**

6.1 Our SEND Policy reinforces the need for teaching that is fully inclusive. The Attleborough Academy Local Governing Body will ensure that appropriate provision will be made for all students with SEND.

6.2 Attleborough Academy continues to follow the Norfolk Children's Services Inclusion statement 'Inclusion is the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life'.

## **7. Evaluating the Success of our SEND Policy**

7.1. In evaluating the success of this policy, we have identified specific objectives which are given under Section 2. The Academy will consider the views of:

- Teachers
- Parents and carers
- Students
- External professionals

As part of our annual independent survey, parents, carers and students are asked to complete questionnaires which include comment on the Academy's SEND provision.

7.2 Student progress will provide evidence for the success of the SEND Policy and this will be analysed carefully through:

- Literacy Assessment Online
- Teacher comments and subject reports/tests/levels

## **8. Allocation of Resources**

8.1 The Academy budget allocation for SEND is allocated to provide maximum coverage of all SEND students within the Academy.

8.2 In April 2013, Norfolk County Council (NCC) introduced new processes for funding SEND support. All funding for SEND is delegated by the Local Education Authority (LEA). All schools have to bid for SEND funding, providing justification for individual student's specific needs. The money granted by the LEA goes into the school's budget. It is the expectation that schools provide support to their students with SEND from their SEND budget.

8.3 The Attleborough Academy Local Governing Body ensure that resources are allocated to support appropriate provision for all students requiring it and in meeting the objectives set out in this policy.

## **9. Identification, Assessment and Provision**

9.1 At Attleborough Academy, we have adopted an inclusive approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes.

Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Academy. Where it is not possible to integrate students fully into mainstream classes, they may be taught in small groups or individually within the Student Support Centre.

9.2 Access for disabled students is via ramps and lifts to most areas of the Academy with the exception of the Mathematics and Computing Block which does not have this facility at present. If access to a teaching room is not possible, alternative provision is always made.

- 9.3 All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full National Curriculum.

- 9.4 Early identification of students with SEND is a priority. The Academy will use appropriate screening and assessment tools and ascertain student progress through:
- Evidence obtained by teacher observation/ assessment;
  - Their performance judged against level descriptions;
  - Student progress in relation to objectives in the National Literacy/Numeracy strategies;
  - Standardised screening or assessment tools.

- 9.5 At Attleborough Academy, the following assessment tools are used:

- Literacy Assessment Online;
- Lucid products to test various cognitive areas;
- Visual Stress Test;
- Staff reports and/or observations;
- Records from feeder schools and Academies etc;
- Information from parents and carers;
- Key Stage 2 SAT results;
- Testing for Exam Access Arrangements.

## **10. SEND Provision**

- 10.1 On entry to the Academy, each child's attainment will be assessed in order to ensure continuity of learning from primary school or transference from another secondary school or Academy. For students with identified SEND, the Special Educational Needs Team will:

- Use information from the primary school to shape the student's curriculum and pastoral provision in the first few months;
- Identify the student's skills and be aware of areas that require support;
- Ensure ongoing observations/assessments provide regular feedback on achievements/experiences in order to plan the next steps in learning;
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programmes;
- Involve students on the Code of Practice in planning/agreeing their own targets on OPPs;
- Involve parents and carers in a joint home-Academy learning approach.

## **11. The Range of Provision**

### **11.1 Wave 1 SEND Support**

- Full-time education in classes with additional help and support by class teacher through a differentiated curriculum.
- Full-time education in classes with additional help and support by class teacher and Student Support Mentor through a differentiated curriculum.

### 11.2 **Wave 2 SEND Support**

- Full-time education in class with targeted catch-up programmes delivered by Student Support Mentors.

### 11.3 **Wave 3 SEND Support**

- Adapted timetable for 'Catch-Up' intervention sessions with a Student Support Mentor to overcome barriers to learning.
- Personalised timetables within the Student Support unit for students needing more intensive support to overcome learning barriers.

## 12. **English as an Additional Language**

12.1 Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs.

12.2 It will be necessary to assess a student's proficiency in English before planning any additional support that might be required. This assessment is carried out by a Student Support Mentor who has been trained to make the initial assessment on entry to the Academy and to continue to provide support as required.

## 13. **Monitoring Student Progress**

13.1 Progress is the crucial factor in determining the need for additional support beyond good classroom teaching. Adequate progress is that which:

- Narrows the attainment gap between student and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Equals or improves upon the student's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the student's behaviour;
- Is likely to lead to Further Education, training, or employment.

13.2 Where teachers decide that a student's learning is not making adequate progress, the Head of Subject and Head of Faculty are the first members of staff to be consulted and then the Progress Leader before making the referral to the Student Support Team. The Special Educational Needs Co-ordinator and teacher will review the approaches already adopted. Where support additional to that of normal class provision is required, it will be provided through Student Support Team. Where concerns remain, despite sustained intervention, the Academy will consider requesting a Statutory Assessment. Parents and carers will be fully consulted at all stages of the process.

13.3 Each intervention programme is detailed in appropriate sections of this policy. The Academy also recognises that parents and carers have a right to request a Statutory Assessment.

## 14. **Record Keeping**

14.1 The Academy will record the steps taken to meet a student's individual needs. The Special Educational Needs Co-ordinator will maintain the records and ensure access to them.

In addition to the usual Academy records, the student's profile will include:

- Information from previous school/phases;
- Information from parents and carers;
- Information on progress and behaviour;
- Statement of student's own perceptions of difficulties;
- Information from health/social services;
- Information from any other relevant external agencies.

## **15. General Learning Difficulties**

15.1 Teaching SEND students is an Academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in students' abilities, aptitudes and interests. Some students may need increased levels of provision and support. The SEND Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the Academy will intervene through SEND Provision (K).

15.2 SEND provision is characterised by interventions that are different from or additional to the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress;
- Demonstrate difficulty in developing literacy or numeracy skills;
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- Have sensory/physical problems and make little progress despite the provision of specialist equipment;
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

15.3 If the Academy decides, after consultation with parents or carers, that a student requires additional support to make progress, the Special Educational Needs Co-ordinator, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. Parents or carers will be closely informed of the action and results by the Special Educational Needs Co-ordinator.

## **16. Use of Support Staff within SEND Provision (K)**

### **16.1 Director of Student Support and Special Educational Needs Co-ordinator**

Plans programmes of intervention, academic and pastorally, allocates Student Support Mentors to appropriate groups and delivers specialist training and SEND teaching to all year groups.

### **16.2 Student Support Mentors**

Provide in class, extraction group and one to one support dependent on needs of specific students.

## **17. Nature of Intervention**

17.1 The Director of Student Support and the Special Educational Needs Co-ordinator, in collaboration with the class teacher, will decide the action required to help the student progress.

Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student;
- Provision of alternative learning materials/special equipment;
- Group support;
- Provision of additional adult time in devising interventions and monitoring their effectiveness;
- Staff development/training to undertake more effective strategies;
- Access to support services for advice on strategies, equipment, or staff training.

17.2 The Director of Student Support will co-ordinate pastoral involvement to help with the student's mental health and wellbeing as early intervention when this is a barrier to their learning. These include workshops around anxiety, building self-esteem, resilience and coping strategies.

17.3 Strategies for a student's progress will be recorded in a One Page Profile (OPP) containing information on:

- Exam Access Arrangements;
- Barriers to learning;
- Strategies for developing the student's learning skills;
- Success and/or exit criteria.

17.4 Student Support Plans (SSPs) will be reviewed termly. The Academy will endeavour to hold the reviews in an informal manner and the views of the parents or carers on their child's progress will actively be sought with Education, Health and Care Plans (EHCPs). Wherever possible or appropriate, the Academy will involve students and parents and carers in this process.

17.5 SEND Support also covers involvement of external services. Placement of a student at this level will be made by the Special Educational Needs Co-ordinator and after full consultation with parents and carers.

17.6 External support services will advise on targets for a new OPP and provide specialist inputs to the support process.

17.7 Additional intervention will usually be triggered through continued concern, supplemented by evidence that despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period;
- Continues to work at levels considerably lower than expected for a child of similar age;
- Continues to experience difficulty in developing literacy/numeracy skills;
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme;
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

17.8 External support services will require access to student records in order to understand the strategies employed to date and the targets set and achieved. The specialist may be asked to provide further assessments and advice and possibly work directly with the student.

Parental consent will be sought for any additional information required. The resulting OPP will incorporate specialist strategies. These may be implemented by the teacher but involve other adults. Where appropriate, the Academy may well request direct intervention/support from a specialist/teacher.

## **18. Request for Statutory Assessment**

18.1 The Academy will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within SEND Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or carer or by an outside agency. The Academy will have the following information available:

- The action followed with respect to SEND Support;
- The student's OPP;
- Records and outcomes of regular reviews undertaken;
- Information on the student's health and relevant medical history;
- Student levels;
- Literacy/numeracy attainments;
- Other relevant assessments from specialists such as support teachers and educational psychologists;
- The views of parents or carers;
- Where possible, the views of the child;
- Children's Services/Attendance Improvement reports;
- Any other involvement by professionals.

18.2 An EHCP will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

18.3 An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP;
- Delivered by the subject teacher with appropriate additional support where specified.

## **19. Reviews of Education Health Care Plans (EHCPs)**

19.1 EHCPs must be reviewed annually. The Local Authority will inform the Principal at the beginning of each Academy term of the students requiring reviews. The Special Educational Needs Co-ordinator will organise and attend these reviews and invite:

- The child's parents or carers;
- The child, if appropriate;
- The relevant teachers;
- A representative of the LEA;
- Any other person the LEA considers appropriate;
- Any other person the Principal considers appropriate.

The aim of the review will be to:

- Assess the student's progress in relation to the OPP targets and the needs as identified in the EHCP;
- Review the provision made for the student in the context of the levels of attainment in basic literacy/numeracy and life skills;

- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year and whether to cease, continue, or amend it;
- Set new targets for the coming year.

19.2 Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education and adult life. Beyond Year 9, the Transition Plan will be reviewed and involve any relevant outside agencies. The Academy recognises that the responsibility for such Transition Plans lies with these specialist services and the Special Educational Needs Co-ordinator.

19.3 With due regard for the time limits set out in the SEND Code of Practice, the Special Educational Needs Co-ordinator will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The Academy recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHCP.

19.4 The Academy recognises that where a student with an EHCP of SEND continues to attend after compulsory education, i.e. after age 16, the LEA may decide to maintain the EHCP until age 25.

## **20. The Role of Special Educational Needs Co-ordinator (SENCO)**

20.1 The Special Educational Needs Co-ordinator (SENCO) plays a crucial role in the Academy's SEND provision. This involves working with the Executive Principal, the Leadership link for SEND and the Attleborough Academy Local Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy;
- Co-ordinating the provision for students with SEND;
- Liaising with and giving advice to fellow teachers;
- Managing Student Support Mentors;
- Overseeing students' records;
- Liaising with the parents and carers;
- Making a contribution to staff Continued Professional Development;
- Ensuring the smooth transfer arrangement for SEND students;
- Liaising with external agencies, LEA support services, Health and Social Services and any other relevant external agency.

20.2 For effective co-ordination, staff must be aware of:

- The responsibility all teachers have in making provision for SEND students;
- The commitment required by staff to keep the Special Educational Needs Co-ordinator well informed about students' progress;
- Mechanisms that exist to allow teachers to access information about SEND students;
- What exactly constitutes a 'level of concern' and at which point Academy Action is initiated;
- Mechanisms that exist to alert the SENCO to such 'levels of concern';
- The procedure by which parents and carers are informed of this concern and the subsequent SEND provision.

20.3 Additionally, parents and carers must be given clear guidance to the means by which they can contribute to co-ordination and how they can provide additional information when and if required.

## **21. The Role of the Attleborough Academy Local Governing Body**

21.1 The Attleborough Academy Local Governing Body responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students;
- Ensuring that a 'responsible person' is identified to inform about the EHCP to all those involved with teaching and supporting EHCP students;
- Ensuring that SEND students are fully involved in Academy activities;
- Having regard to the SEND Code of Practice when carrying out these responsibilities;
- Being fully involved in developing and subsequently reviewing SEND Policy;
- Reporting to parents and carers on the Academy's SEND Policy including the allocation of resources from the Academy's devolved/delegated budget.

## **22. The Role of the Subject Leader**

22.1 The SEND Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the Academy's procedures for the identification and assessment of and subsequent provision for SEND students;
- Collaborating with the Special Educational Needs Co-ordinator to decide the action required to assist the student to progress;
- Working with the Special Educational Needs Co-ordinator to collect all available information on the student;
- In collaboration with the Special Educational Needs Co-ordinator to develop PLPs for SEND students;
- Working with SEND students on a daily basis to deliver the individual programme set out in the OPP;
- Developing constructive relationships with parents and carers.

## **23. The Role of the Student Support Mentor**

23.1 The role of the Student Support Mentor includes:

- Reinforcing skills and learning;
- Delivering intervention packages;
- Mediating;
- Behavioural assistance.

23.2 It is the role of the classroom teacher to identify the students who require support from a Student Support Mentor. The teacher will liaise with the Student Support Mentor on the best way to deliver it and the expected outcomes.

23.3 Student Support Mentors deliver Wave 3 SEND intervention and help with Wave 2 SEND intervention.

23.4 Student Support Mentors are there to encourage and increase the independent learning of students.

## **24. The Role of the Executive Principal**

24.1 The Executive Principal's responsibilities include:

- Keeping the Attleborough Academy Local Governing Body informed about SEND within the Academy;

- Working closely with the Leadership Link for SEND and the Special Educational Needs Co-ordinator and SEND Team;
- Informing parents or carers of the fact that SEND provision has been made for their child;
- Ensuring that the Academy has clear and flexible strategies for working with parents and carers and that these strategies encourage involvement in their child's education.

## **25. Continued Professional Development**

25.1 Attleborough Academy encourages Continued Professional Development (CPD) and where possible, uses experienced teachers to provide in-house CPD.

25.2 The SENCO uses a combination of outside agencies and in-house provision to deliver training to groups of teaching staff and to all teaching staff.

## **26. Partnership with Parents**

26.1 Attleborough Academy firmly believes in developing a strong partnership with parents and carers and that this will enable children and young people with SEND to achieve their potential. The Academy recognises that parents and carers have a unique overview of the child's needs and how best to support them and that this gives them a key role in the partnership.

26.2 The Academy considers parents of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision-making processes affecting them.

26.3 The Academy will work in partnership with local and parent organisations to ensure that parents receive comprehensive, neutral, factual and appropriate advice.

## **27. Complaints Procedure**

27.1 The Academy's complaints procedure is outlined by the Academy's Complaints Policy. The SEND Code of Practice outlines additional measures that must be set up for preventing and resolving disagreements. These will be explained to parents and carers if required.

## **28. Links with External Agencies/Organisations**

28.1 The Academy recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND students.

28.2 When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational psychologists;
- Speech therapists;
- Physiotherapists
- Sensory Support (Hearing and Visual)

In addition, important links are in place with the following organisations:

- The Local Education Authority;
- Specialist services;

- EHCP Co-ordinator;
- Children's Services;
- Access Through Technology;
- The Sapientia Education Trust

## **29. SEND Policy Review**

29.1 The Academy considers the SEND Policy document to be important and in conjunction with the Attleborough Academy Local Governing Body, will undertake a thorough review of both policy and practice each year. The outcomes of this review will be used to inform the Academy Improvement Plan.

## **EQUAL OPPORTUNITIES STATEMENT**

This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.

This policy is specifically written with the aim to ensure that all necessary support is given to those students who share one or more of the nine protected characteristics who also have a special educational need or disability. In this respect, the policy should not create any disadvantage or negative impact on these specific students.

In addition, the Academy will publish their own Accessibility Plan which stipulates the expectations for access for those students who have a defined disability to:

- the physical environment
- the curriculum
- information