

Goole Academy - SEND Policy - 2019/20

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Our Vision

The special educational needs and disability code of practice: 0 to 25 years: January 2015 states that:
'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'
Goole Academy supports this vision.

Our academy is committed to ensuring equality of education and opportunity for pupils/students with a Special Educational Need and/or Disability (SEND).

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their SEND and are encouraged and able to participate fully in school life. Our academy believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. It is our hope that all our pupils/students becoming adults of the future will have an understanding and empathy in relation to those with SEND and will positively contribute to an inclusive society.

Definition

- '6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.'

The special educational needs and disability code of practice: 0 to 25 years: January 2015

Main aims

- To provide the best possible education for all pupils/students including those with a SEND within a supportive and caring community equipping them with the attitude, skills and abilities to cope with a rapidly changing world,
- To ensure that there is no evidence of discrimination in relation to those with SEND,
- To encourage all those connected to pupils/students with SEND to have realistic but high expectations,
- To encourage all pupils/students with SEND to have realistic but high expectations of themselves,
- To feel confident that all staff are supported through professional development opportunities to understand and provide an appropriate education for the SEND pupils/students,
- To ensure that those with SEND feel safe within their learning environment,
- To provide reasonable adjustments to the fabric of the building and academy site wherever necessary to meet the needs of the those with a disability in relation to bespoke individual need or through strategic accessibility planning,
- To review all policies into practice to ensure that they reflect differentiation, accessibility and reasonable adjustments where relevant,
- To ensure that special educational needs and disabilities (SEND) are picked up at the earliest point with support routinely put in place quickly,
- To monitor impact of provision for those pupils/students with SEND in relation to agreed measures such as academic progress, attendance and records of bullying incidents,
- To feel confident that our SEND pupils/students have reached their full potential,
- To ensure that up to date national and local legislation or guidance is adhered to and implemented,
- To ensure that the SENDCO is adequately supported in order to fulfil the leadership and management role,
- To work alongside specialists, services and agencies to meet the individual need of the SEND pupil/student and family,
- To work alongside parents/carers to allow them to feel equal in meeting their child's needs and to ensure that they feel confident that their child is educated and cared for appropriately,
- To ensure that pupil/student participation is embedded in practice and that reasonable adjustments are made to allow those with SEND to have a voice,

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- To embed the automatic response to provide flexibility and variety of intervention and practice in order to meet the needs of those with SEND.

The special educational needs and disability code of practice: 0 to 25 years: January 2015 states that:

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best,*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.'*

Main areas and needs types

Our academy recognises that for some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Broad areas of need include:

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.

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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.

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. ‘

The special educational needs and disability code of practice: 0 to 25 years: January 2015

The academy will keep a register of all those pupils/students identified as having SEND in line with the need types shown above.

The SENDCO will ensure that the school census is updated and gives an accurate picture of the SEND cohort in school. Such information will be shared with governors and other professionals when appropriate but will only refer to named pupils/students with parental/carer permission.

Supporting pupils/students with Medical conditions

‘The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance ‘Supporting pupils at school with medical conditions’

The special educational needs and disability code of practice: 0 to 25 years: January 2015

The academy has a policy in relation to this and it is available on the website or on request.

Supporting pupils/students with a disability

‘All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.’

The special educational needs and disability code of practice: 0 to 25 years: January 2015

The academy has a policy for ‘Disability Equality for supporting learners’ which forms part of the full duty to implement the Equality Act. This is available on request.

School information report for SEND

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible'.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- the kinds of SEN that are provided for,
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO (mainstream schools,)
- arrangements for consulting parents of children with SEN and involving them in their child's education,
- arrangements for consulting young people with SEN and involving them in their education,
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review,
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society,
- the approach to teaching children and young people with SEN,
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN,
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured,
- evaluating the effectiveness of the provision made for children and young people with SEN,
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN,
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying,
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families,
- Arrangements for handling complaints from parents of children with SEN about the provision made at the school'.

The special educational needs and disability code of practice: 0 to 25 years: January 2015

The academy ensures that the school information report is updated at least once a year and is easily accessible on the website. The SENDCO is responsible with the support of the leadership team in producing this report.

The local offer

The school information report links to the local authority's local offer. It is the responsibility of the local authority to update the local offer. The local offer can be accessed through the usual authority website.

The academy works in partnership with the local authority's central SEND team who are responsible for providing statutory assessments and Education, Health and Care (EHC) plans when necessary.

The academy will also engage Local Authority specialists when appropriate such as educational psychologist, child and adolescent mental health workers, specialist teachers, and speech therapists.

www.eastridinglocaloffer.org.uk

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Involving specialists

The academy may involve specialists at any point to advise them on early identification of SEN and effective support and interventions.

Not only will they engage appropriate specialist services and agencies to ensure that individual needs are being met, but also to form part of consultation and involvement on strategic policies being put into practice.

In some cases, outside professionals from health or social services may already be involved with the pupil/student. We would expect these professionals to liaise with the academy to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them if the parents agree.

Where assessment indicates that support from specialist services is required we believe it is important that the pupil/student receives it as quickly as possible.

The SENDCO and class teacher, together with the specialists, and involving the pupil's parents will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Funding for school support and high needs

Pupils/students accessing school support do so in relation to an amount identified within the academy's overall budget, called the national SEN budget. This is not a ring-fenced amount, and it is for the SENDCO and senior leaders, in consultation with others, to decide on the appropriate provision and to allocate costs to this.

Strategic financial planning has to be taken into account.

'It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENDCO, Principal and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.'

The special educational needs and disability code of practice: 0 to 25 years: January 2015

Those pupils/students with an Education, Health and Care Plan (EHCP) may have 'top up' funding allocated to them by the local authority because of the high needs. The statutory review process will monitor expenditure in such cases against impact.

'Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.'

The special educational needs and disability code of practice: 0 to 25 years: January 2015

The academy will ensure that all national and local processes in relation to supporting pupils/students with an EHC plan are adhered to and that appropriate paperwork is completed.

Provision mapping and examples of 'additional to and different from' interventions

The SENDCO will keep a provision map to record 'additional to and different from' interventions. Pupils/students will be identified, staff will be timetabled, related costs will be identified and then the impact of such interventions will be evaluated against agreed outcomes. This should form part of regular discussions with parents about the child's progress and expected outcomes from the support and planned next steps.

'Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENDCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.'

The special educational needs and disability code of practice: 0 to 25 years: January 2015

Used in this way provision management can also contribute to academy improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the academy to develop the use of interventions that are effective and to remove those that are less so. It can support us to improve our core offer for all pupils as the most effective approaches are adopted more widely across the academy

Examples of 'additional to and different from' interventions used in the academy as part of targeted individualised support have been:

- Small group reading programmes
- Individual reading support
- Small group numeracy programmes
- Occupational health for physical disabilities
- Emotional Literacy (ERIT) support
- Bridge Support (Inclusion Area)

Hierarchy of support

The academy believes that all pupils/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 will 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 will be able to study the full curriculum. The academy strives to ensure that all pupils/students as well as those with SEND have access to high quality first teaching with ample differentiated tasks and experiences.

Where it is decided that a pupil does have SEND the pupil's parents will be formally informed that special educational provision is being made and this may be classed as 'additional to and different from' provision.

All attempts will be made to remove barriers to a pupils/student's learning.

SEND pupils/students will have targets set as part of the full academy target setting process and these will be reviewed by the class teacher and SENDCO.

Identified pupils/students may be entitled to access arrangements and support in controlled assessments and tests. This will allow the individual to show his/her true academic ability. When this is the case the academy will follow national and local guidance and legislation.

Individual support plans will be written when appropriate for those on the SEND register.

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Assess, plan, do, review meetings will take place for those with the highest need or those who are causing the most concern.

Statutory review meetings will take place for those with a (Statement) EHC plan.

All teachers and support staff who work with the pupils/students will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The class or subject teacher will remain responsible for working with the pupil/student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil/student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

'Class and subject teachers, supported by the SENDCO and senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap.'*

The special educational needs and disability code of practice: 0 to 25 years: January 2015

The quality of teaching for pupils/students with SEND, and the progress made by pupils/students will be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. Senior leaders and teaching staff, including the SENDCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. It can include progress in areas other than attainment – for instance where a pupil/student needs to make additional progress with wider development or social needs.

The academy will use its best endeavours to make sure that a child with SEN gets the support they need.

Professional Development of staff

If the SENDCO is new to the role the academy will support him/her accessing the appropriate post graduate course within three years of the appointment.

The SENDCO will facilitate training for all staff in relation to individual pupil/student need or as part of full school development. This may be delivered on the academy site or may involve attending local and national conferences and training programmes.

Examples of training accessed over the past three years are:

- Explaining the new code of practice
- Coaching staff to remove behaviour barriers for SEND students
- Effective use of teaching assistants
- RAT testing for staff

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- Dyslexia, Autism and dyspraxia
- Ergonomic and manual handling

Teachers will be observed as part of the professional development cycle and a reference to differentiation, access to the curriculum and use of teaching assistants will be made by senior leaders. Any areas identified as a weakness will be addressed and supported accordingly.

The academy has a range of staff with specific qualifications to help meet a variety of pupil/student need, for example, those responsible for first aid.

Parents and carers

'6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.'

The special educational needs and disability code of practice: 0 to 25 years: January 2015

Our academy believes strongly in the value of positive relationships with parents/carers and strives to help them feel confident that they are equal in supporting the development of their child.

It is the aim to involve parents through a variety of ways such as by attending workshops, formal business meetings, formal assess, plan, do review meetings, and by liaising through an agreed method such as email or telephone.

Voice of the child

Pupil/student participation is encouraged at all levels throughout the academy. It is important to differentiate opportunities for those with SEND to express themselves, and to contribute to their target setting process. The SENDCO will talk to the SEND pupil/student on a regular basis as well as in formally planned meetings. The pupil/student should be aware of identified caring adults they can meet with to help them feel safe and to help them with their education.

Support for the family

The academy will help to facilitate links to other services and agencies to support the family away from school if necessary. The SENDCO may investigate the possibility of direct payments when relevant. It may be useful for the family to access any type of parent partnership support provided by charities or the local authority.

The role of the SENDCO

Our SENCO is a qualified teacher.

The SENCO has an important role to play in the strategic development of SEND throughout the academy and in putting policy into practice on a day to day basis.

The SENCO has the opportunity to work with The Director of Inclusion and Student Support Leader; Sarah Gill.

The SENCO is also encouraged to network with other SENCOs within the locality and appropriate LA services.

The special educational needs and disability code of practice: 0 to 25 years: January 2015 identifies key responsibilities for the SENCO that our academy adheres to. These are:

- overseeing the day-to-day operation of the school's SEN policy,
- co-ordinating provision for children with SEN,
- liaising with the relevant Designated Teacher where a looked after pupil has SEN,
- advising on the graduated approach to providing SEN support,

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- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
- liaising with parents of pupils with SEN,
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies,
- being a key point of contact with external agencies, especially the local authority and its support services,
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned,
- working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements,
- ensuring that the school keeps the records of all pupils with SEN up to date.

SEND Governor

'There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.'

The special educational needs and disability code of practice: 0 to 25 years: January 2015

The SENCO meets with the named governor at least once a term.

The named Governor is Janette Wattam.

The SENCO will also support the Principal by writing reports to governors when appropriate on the position of SEND in the academy.

The SENCO will deliver presentations to governors with specific focus areas when appropriate.

Present contacts

The SENCO is Sarah Smith

The Principal is Julian Harrison

Other key members of staff are: Graeme Levitt SLT advocate

Links to appropriate government documentation: Latest SEND code of practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Children and families bill

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Supporting pupils with medical conditions

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf