

DUDLEY ACADEMIES TRUST

SEND Policy

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Dudley College of Technology



Our mission: Working together we will develop inspirational schools which instil ambition and desire in young learners, open their minds, widen their horizons and equip them to succeed in a challenging world.

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Reference to statutory legislation

The Standards and Performance Committee and the Dudley Academies Trust Board are committed to ensuring that necessary provision is made for every Learner that has Special Educational Needs or a disability in accordance with the [Code of Practice \(2014\)](#).

Statement of intent

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our Learners. The responsibility for the management of this policy falls to the Principal; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Standards and Performance Committee and the Dudley Academies Trust Board, Principal and the SENCo will work together closely to ensure that this policy is working effectively.

High quality teaching is differentiated to meet the needs of the majority of Learners. Some Learners will need something additional to and different from what is provided for the majority of Learners; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Our Academy's will do their best to ensure that the necessary provision is made for any Learner who has special educational needs or disabilities (SEND). We will ensure that all Staff in the Academy are able to identify and provide for those Learners who have SEND to allow them to join in the activities of the Academy.

The Staff and Trustees of our Academies will also work to ensure that all SEND Learners reach their full potential, are fully included within the Academy community and are able to make successful transfers between educational establishments. This policy aims to support all members of Staff in providing positive whole Academy approaches towards the learning, progress and achievement of SEND Learners. With this as an underlying principle, we believe that; all Teachers are Teachers of Special Educational Needs. Every Teacher will be responsible and accountable for the progress and development of all Learners in their class even where Learners access support from Teaching Assistants or specialist Staff.

Teaching and supporting Learners with SEND will therefore be a whole Academy responsibility requiring a whole Academy response. Meeting the needs of Learners with SEND requires partnership working between all those involved – Local Authority (LA), Academy, Parents/Carers, Learners, children's services and all other agencies.

Academy admissions

No Learner will be refused admission to Academy on the basis of his or her special educational need. In line with the [Equality Act 2010](#) we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision, other than in exceptional circumstances where the Academy does not have the resources and facilities to support the child (refer to accessibility plan).

Our values and visions for SEND in our setting

Our educational provision is underpinned by our three core beliefs:-

- We believe that every Learner will have access to a whole education underpinned by academic rigour.
- We believe that every Learner should be equipped for the future through teaching them relevant and cutting edge skills for the era in which they live.
- We believe that every Learner should be safe, happy, ambitious for themselves and respectful of all.

The education and success of all our Learners is of equal value and the celebration of diversity in gender, race, creed and ability, is achieved by providing quality teaching to raise standards and equalise life choices. Bullying in any form is completely unacceptable and will always be taken very seriously and we will actively encourage respect for the dignity of ourselves and others, recognising that all members of our community have rights, with complementary responsibilities.

We will also recognise that all Learners may experience difficulties due to events such as bereavement and family problems. As with Learners who have special educational, physical or emotional needs, the Academy will provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable Learners.

We will have a commitment to developing individual potential and autonomy both inside and outside the classroom and a belief that Learners learn best in a safe and nurturing environment, which promotes a sense of belonging. We know that high Learner self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.

The success of any Academy policy depends on the understanding and support of Parents and as such, should be shared with them and their commitment to it sought.

Definition of SEND

A child or young person has special educational needs (SEN) 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 Academy age or a young person 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 Academies or mainstream post-16 institutions; [SEN Code of Practice 2014](#).

Definition of disability

Many children and young people who have SEN may also have a disability under the [Equality Act 2010](#) – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ [SEN Code of Practice 2014](#).

Areas of special educational need

Under the [SEND Code of Practice 2014](#) Learners identified as having SEN will be considered within one or more of the following categories of need:

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Communication and Interaction needs

Sensory and/or Physical needs (Please see SEN Information Report for more detailed explanation of these four needs)

These four areas give an overview of the range of needs that the Academies need to plan for. However, the Academies will view every Learner as an individual with a range of skills, experiences and talents and would not seek to categorise or restrict expectations on the basis of an identified special educational need.

Other factors that may affect attainment & progress

There are other factors which are not included in a definition of SEN but which nonetheless may impact on engagement, progress and achievement in the academy.

These include:

- Disability – the Code of Practice outlines the “reasonable adjustment” duty for all settings and Academies provided under current Disability Equality legislation, but this alone does not constitute SEN
- Attendance and punctuality
- Health and Safeguarding issues
- Having English as an Additional Language
- Lack of literacy in home language
- Gaps in previous educational history
- Being in receipt of Learner Premium
- Being a Looked After Child

Some Learners may combine a SEN with one or more of these additional factors, which may make initial identification and effective support more challenging.

Definition of SEND provision / SEN support

This SEND policy details how, within our setting, we will do our best to ensure the necessary provision to be made for a Learner who needs support and that those needs are known to all who are likely to work with them.

We will ensure that Teachers are able to identify and provide for those Learners with SEN, allowing them to join in all Academy activities together with Learners that do not have SEN.

Our aim

Serving a diverse and often economically challenged community, our Academies view will raise the aspirations and expectations of all Learners, including those with SEN, as paramount. Our innovative teaching, assessment and monitoring methods emphasise the importance of outcomes for Learners, rather than a narrow focus on hours of provision or support.

Our objectives

Whole Academy approaches leading to individual approaches

1. To identify and provide effective strategies to support the development of Learners who have SEN.
2. To work within the guidance provided in the [SEND Code of Practice, 2014](#).
3. To ensure a high level of Staff expertise to meet Learner need, through well targeted training and use the Dudley Academies Trust core team who can offer direct support to Learners, liaise with families and outside agencies and advise Teachers and other Staff on SEN related issues.
4. To take into account the views of the Learners with SEN.
5. To encourage good communication and genuine partnerships with Parents/Carers of children with SEN.
6. To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for Learners with SEN.
7. In conjunction with the Medical Policy make arrangements to support Learners with medical conditions and to have regard to statutory guidance supporting Learners at Academy with medical conditions.
8. Develop a culture of inclusion valuing high quality teaching for all Learners, with Teachers using a range of effective differentiation methods.
9. To implement a graduated approach to meeting the needs of Learners using the Assess, Plan, Do, Review process.
10. Employ a collaborative approach with Learners with a SEN or disability, their families, Staff within Academy, other external agencies including those from Health and Social Care.
11. Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the Learner and family.
12. Share expertise and good practice across the Academies and local learning community.
13. Make efficient and effective use of Academy resources.

Our approach to Identification

Early concerns

The progress made by all Learners will be regularly monitored and reviewed. Initially, concerns registered by Teachers, Parents/Carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support Learners with SEN

All Learners' attainment and achievements will be monitored by their Teacher who is required to provide high quality teaching and learning opportunities differentiated for individual Learners. Where a Learner is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class Teacher.

Adequate progress could:

- Be similar to that of peers;
- Match or better the Learners' previous rate of progress;
- Close the attainment gap between the Learner and their peers;
- Prevent the attainment gap growing wider.

Where Learners continue to make inadequate progress despite support and high quality teaching, the class Teacher will work with the Academy's SENCo and the Dudley Academies Trust Core team to assess if a Learner has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist Teacher or educational Psychologist. This will always involve discussion and agreement with the Learner's Parents/Carers.

Where a Learner is identified as having SEN, action will be taken to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the Learner's needs and of what supports the Learner in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For Learners with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all Learners. These are known as Learner Progress Meetings. For those Learners with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set in addition to the termly Learner Progress Meetings.

Funding for SEND and allocation of resources

Each term, in consultation with the Principal and class Teachers, the SENCo will map the targeted provision in place for Learners on the SEND register to show how resources are allocated for the Academy's overall SEND budget, and to monitor the cost of the whole of our SEND provision. This targeted provision is outlined on the Academy's overall Provision Map.

Interventions

Where progress is not sufficient, even if SEN has not been identified, we put in place extra support to enable the Learner to catch up. Examples of extra support are:

Phonics banding using Read, Write, Inc, Catch-Up numeracy support using Numicon, individual and group daily reading, language and/ or speech link, handwriting using Nelson resources, spelling support, times tables support, home learning support, playtime/lunch time support, restorative approach, zone boards, class rules, circle time, bereavement counselling.

Tracking progress

Every Learner in the Academy will have their progress tracked. In addition to this, Learners with SEN may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if Learners are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

Exit criteria

When a Learner has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with Parents/Carers the Learner will be removed from the Academy's SEN register.

The class Teacher will continue to monitor the progress of these Learners to make sure there is no deterioration of progress post intervention.

Teacher roles and responsibilities

All Teachers are Teachers of children with SEN

The class Teacher remains responsible for working with the Learner on a daily basis and will 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.

Teaching Staff will support Learners at a level appropriate to their needs through effective differentiation in the classroom. This will be constantly reviewed as the Learner develops and makes progress.

Teachers respond to Learner's needs by:

- Providing support for Learners who need help with communication, language and literacy
- Planning to develop Learners understanding through the use of all their senses and of varied experiences
- Planning for Learners full participation in learning, and in physical and practical activities
- Helping Learners to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, in order to participate fully in learning

Learners requiring more specific intervention to access the curriculum may be supported in a range of ways, for example:

- Individual or small group literacy programmes
- Individual or small group social and emotional development programmes
- Individual or small group communication & interaction programmes
- Shared in-class support from a teaching assistant
- Individual programmes to meet specific needs
- Access to assistive technology
- Support the completion of Learner Profiles where needed
- Work with the SENCO to ensure an Education, Health and Care Plan (EHCP) and Individual Education Plan (IEP) are in place through the online Educater SEND tool

The use of Teaching Assistants to support SEN and D

Teaching Assistants will be strategically deployed and have sufficient training to be able to support those who need extra provision. We recognise the impact they can have when used effectively and in a targeted and monitored way (Maximising the Impact of Teaching Assistants, 2015).

We will also ensure that Academy Direct Trainees will have quality initial training on SEND provision to enable support for all Learners not making expected progress can effectively intervene and know the next steps in learning development.

SENCO roles & responsibilities

The SENCO will support the Class Teacher in the further assessment of the Learner's needs, in problem solving and advising on the effective implementation of support.

In our Academies, the SENCO:

- manages the day-to-day operation of the Academy SEND policy
- co-ordinates the provision for and manages the responses to children's SEN or Disability
- supports and advises Colleagues, providing training to both Teaching and Support Staff

- maintains the Academy's SEN register
- oversees and manages the records EHCP's of all children with SEN
- acts as the link with Parents and Carers
- Liaises with Parents and external agencies including the Partnership, LA's support and Educational Psychology Service, Health & Social Services and Voluntary bodies.
- completes documentation required by outside agencies and the Local Authority
- monitors and evaluates the SEN provision and reports to the Governing body and Senior Management Team
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
- Contributes to the professional development of all Staff.
- Ensure that SEN provision is an integral part of the School Development Plan (SDP)
- Establishes links with the Link Governor responsible for SEND
- Develops the use with Staff of a whole Academy provision map to give an 'at a glance' illustration of both the range and allocation of the interventions the Academy makes for those with SEN
- Trains Staff on the use of the online Educater SEND tool and monitor the use of the tool when EHCPS and IEPs are created
- Evaluates the impact of the interventions provided to Learners with SEN and report to Principal and Dudley Academies Trust core team
- Management of Teaching Assistants

The role of the Principal

The Principal will have responsibility for the day-to-day management of all aspects of the Academy's work, including provision for children with SEN. The Principal will keep the Governing Body fully informed on SEN issues. The Principal will work closely with the SENCo and the Governor with responsibility for SEND.

Our partnership approach to involving Parents/Carers

Dudley Academies Trust has regard to:

- The views, wishes and feelings of the Learner and the Learner's Parents/Carers. These will be collated through the online Learner Passport tool (it can include audio clips and photos where written words may be difficult)
- The importance of the Learner and the Learner's Parents/Carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the Learner and the Learner's Parents/Carers, in order to facilitate the development of the Learner and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Record keeping, monitoring and data management

SEN support monitoring

The SENCO will maintain the SEN register and monitors the movement of Learners within the SEN system in Academy. The SENCO provides Staff and Governors with regular summaries of the impact of the policy on the practice of the Academy. The SENCO is involved in supporting Teachers involved in drawing up EHCPs for Learners. The SENCO and the principal hold regular meetings to review the work of the Academy in this area. The SENCO and the named Governor with responsibility for SEN also hold regular meetings.

The use of technology and in particular the online Educater SEND tool will significantly reduce the amount of administration time needed to complete the EHCP process and helps SENCOs and other key workers (including Health & Social professionals) carry out all tasks associated with an EHCP and IEPs quickly across multiple Local Authorities and enables more effective monitoring of the plans.

The role of the governing body in monitoring SEND provision

Governors will play a part in Academy self-review and the SEN link Governor is involved in monitoring the Academy's SEN policy, and keeping other Governors up to date with the Academy's SEN provision.

The Governing Body endeavours to follow the guidelines as laid down in the [SEND Code of Practice \(2014\)](#) to:

- Use their best endeavours to make sure that a Learner with SEN gets the support they need – this means doing everything they can to meet Learners SEN
- Ensure that Learners with SEN engage in the activities of the Academy alongside Learners who do not have SEN and disabilities, so far as is reasonably practical and compatible with the Learner receiving the special educational provision their learning needs call for.
- Designate a Teacher to be responsible for co-ordinating SEN provision – the SEN Coordinator, or SENCO.
- Inform Parents/Carers when they are making special educational provision for a Learner.
- Ensure the efficient education of the Learners with whom they are educated and the efficient use of resources.
- Keep other Governors informed about the changes to legislations
- Ensure that Parents/Carers are notified of a decision by the Academy that SEN provision is being made for their child.
- Prepare an SEN information report and their arrangements for the admission of disabled Learners, the steps being taken to prevent disabled Learners from being treated less favourably than others, the facilities provided to enable access to the Academy for disabled Learners and their accessibility plan showing how they plan to improve access progressively over time

Accessibility

The Academy will be compliant with the [Equality Act 2010 and Accessibility legislation](#). It is fully accessible for wheelchair users and has disabled toilet facility. ANY Academy work hard to develop their accessibility and the Academy's' accessibility plan detailing how this is being developed can be accessed from the Academy website.

Storing and managing information

Learner SEND records will be kept in accordance to the DfE guidance contained in [“Statutory Policies for Academy’s” \(February 2014\)](#)

SEND information report

The Academy will ensure that the SEND information is accessible on the Academy website. Governors have a legal duty to publish information on their websites about the implementation of the policy for Learners with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Working with external partners

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Parents/Carers will be consulted prior to any outside agency involvement.

The agencies used by the Academy include:

SENDS (Specialist advisers including Autism, Specific Learning Difficulties, Visually and Hearing Impaired Service)

Educational Psychologist

CAMHS (Child and Adolescent Mental Health Service)

Social Services

Children's Therapy Team (Speech and Language / Occupational Therapy)

Paediatricians

Behaviour Support Service

Supporting transition

Any reasonable adjustments are made to the Academy environment to ensure a smooth transition between phases of education.

At all transition points throughout the Academy, meetings are held between class Teachers to discuss and prepare for individual Learner's needs.

If a Learner were to move Academy all relevant information would be passed on to the receiving Academy.

Learners with medical conditions

Meeting medical needs

[The Children and Families Act 2014](#) places a duty on Academy's to make arrangements to support Learners with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such Learners.

Where Learners also have SEN, their provision should be planned and delivered in a co-ordinated way using the Disability Access Fund paperwork. For those Learners with an EHCP this will be used as it brings together health and social care needs, as well as their special educational provision.

The Academy recognises that Learners at Academy with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education. Some Learners with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the [Equality Act 2010](#). Please see the Academy's Medical Policy for further details.

Learners in hospital

The member of Staff responsible for ensuring that Learners with health needs have proper access to education will liaise with other agencies and professionals*, as well as Parents/Carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. medical agencies, Hospital Academy, DPLS

Staff training

All Staff at the Academy will have received training related to SEND. This may be through specific intervention programmes or general SEND training:

- Developing Literacy and Numeracy
- Close the Gap Marking
- IEP Training
- Code of Practice
- Requesting EHC needs assessment

The local authority must conduct an assessment of education, health and care needs and prepare an EHCP when it considers it may be necessary for special educational provision to be made for the Learner.

Following a request for assessment the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision and communicate its decision to the child's Parent/Carer.

Learners and families should experience well-coordinated assessment and planning leading to timely, well-informed decisions.

The whole assessment and planning process from the point of assessment as requested to the final EHCP plan to be issued, must take no longer than 20 weeks. The local authority will consult with Parents/Carers and take into account their feelings, wishes and views.

The Academy will use the online Educator SEND tool to create, share and monitor EHCPs and IEPs and training will be in place so this can be done effectively.

Complaints procedure

In the first instance, Parent/Carer complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the Academy's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the Parents/Carers and the Academy. This includes access to mediation before tribunal.

Parents/Carers have a right to appeal to a SEND tribunal at any stage.

SEN information report

The Governing Body has a legal obligation to publish information on the Academy website in regard to current organisation of SEND provision, together with evidence of progress of Learners with additional needs. This will be found through the SEND link on the website.

Other policies

- Accessibility Plan
- Inclusion Policy
- Single Equality Plan
- Gifted and Talented Policy
- Complaints Policy