

The Grange Academy

Wade Deacon Trust

SEND POLICY

2020 – 2021



Version Number: 01

Ratified by Local Governing Body: September 2020

Next Review Due: September 2021

School Link: Miss L McPartland

SECTION I: PREFACE

The special educational needs and disability code of practice highlights four broad areas of need; communication and interaction, cognition and learning, social emotional and mental health needs and sensory and/or physical needs. The range and degree of these varying needs that might be found in a typical class, can be considerable and we recognise that this situation exists in this school.

It should be noted that:

1. As appropriate, the aims and objectives of the SEND Department relate directly to those of the School and the LA. They are also based on the values derived from and are guided by the requirements of the 1996 Education Act, the Special Educational Needs and Disability Act 2001, The Rose Review of the Primary Curriculum (2009), The Equality Act (2010), Students and Families Act (2014), Schools SEND information Report Regulations (2014) Statutory Guidance on Supporting students at school with medical conditions (2014), The National Curriculum in England Key Stage 1 and 2 framework document (2013), Safeguarding Policy, Accessibility Plan, Teachers Standards (2012) and SEND code of practice 0-25 (2014).
2. This policy has been created by the school's SENCO with the SEND Governor in liaison with the ALSLT.

Definition of Special Educational Needs:

Students have special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age; or
- b) Have a disability which prevents or hinders them for making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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

Special educational provision means:

- a) For students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the LEA, other than special schools, in the area.
- b) Or students under two, educational provision of any kind.

Definition of Disabled Students and Young People:

Many students and young people who have SEND may 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.

The Equality Act 2010 sets out the legal obligations that schools have towards disabled students and young people.

- They must not directly or indirectly discriminate against, harass or victimise disabled students and young people.
- They must make reasonable adjustments.
- Must have a regard to the need to eliminate discrimination, promote equality of opportunity and foster good relationships between disabled and non-disabled students.
- Must publish information to demonstrate their compliance.

Fundamental Principles

The Code of Practice is informed by these general principles:

- A student or young person with special educational needs must have their needs met.
- Special educational provision is underpinned by quality first teaching.
- The special educational needs of students will normally be met in mainstream schools or settings.
- The views of the student/young person and student's parents must be sought and taken into account.
- Parents and students must participate as fully as possible in decisions.
- Must have regard to the need to support the student or young person, and the student's parents to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Students with special educational needs should be offered access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
- Work with the Local Authority to produce a local offer.
- Young people have confidence that they are receiving confidential and impartial information, advice and support.

Values

At The Grange Academy we believe that all students

- Are of equal value and have the potential to succeed.
- Have a valuable contribution to make to the life of the school and the community.
- Should have equal educational opportunities.
- Have the right to be treated with care, consideration and respect in a safe environment.
- Should be integrated as far as possible and participate fully within the school.
- All teachers have a responsibility in the education and welfare of students with SEND with an emphasis on quality first teaching.
- Students should be educated in a climate of high expectation, co-operation and collaboration.
- Value potential of new technology to support communication, teaching and learning.

SECTION 2: AIMS

- To ensure full entitlement and access for SEND students to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential.
- Raising the aspirations of and expectations for all students with SEND, a focus on outcomes for students and young people and not just hours of provision/support.
- To educate students with SEND, wherever possible, alongside their peers within the ordinary curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To identify and assess students with SEND as early and thoroughly as is possible and necessary.
- To fully involve parents and students in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

SECTION 3: OBJECTIVES

These objectives are in line with the guidance provided in the SEND Code of Practice (2014) and relate directly to the aims of the SEND Department at The Grange Academy and are intended to show how the structures and systems that are in place actually put the aims into practice.

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENDCO) who will promote inclusion.
5. To provide support and advice for all staff working with special educational needs students.

We identify the needs of students by considering the needs of the whole student which will include not just the special educational needs of the student or young person.

We recognise that other factors not related to SEND may impact upon progress and attainment; disability, attendance and punctuality, health and welfare, EAL, Being in receipt of student premium grant, being a looked after student, being a student of a service man/woman.

SECTION 4: GRADUATED APPROACH

All teachers are teachers of SEND and we aim to deliver quality first teaching throughout the school. This is monitored through learning walks and performance management. If a student’s needs are not being met through quality first teaching then the class teacher/parent/student/young person will discuss next steps and strategies with the SENCO. SENCO will suggest any appropriate interventions/assessments and make relevant referrals. If further concerns exist despite targeted specific interventions then a student may be placed on the SEND list. This is in line with the ASSESS – PLAN - DO – REVIEW cycle. The new Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

For higher levels of need, SENCOS will draw on more specialised assessments from external agencies and professionals.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

Parents, families, students and young people are involved throughout this process.

SECTION 5: MANAGING STUDENTS NEEDS ON THE SEND LIST

There is a single category of support, SEND SUPPORT, plus students and young people with EHC Plans.

All interventions and progress of students on the SEND list are monitored on a regular basis by class teachers, SEND staff and SENCOs and discussed in student progress meetings and parents’ evenings. SEND governor also informed.

Support plans and student profiles are updated by class teachers throughout the year with emphasis on student and parent voice to improve student performance.

If school and parents identify that additional funding and support are needed from the LA then SENCO/parent will apply for enhanced provision or EHC plan.

If school identify we are unable to fully meet the needs of a student through our own provision arrangements then LA will be contacted. Evidence may include lack of progress, attendance or safety concerns to the student, other students and staff.

The SEND staff ensure that all staff are fully informed as to the special educational needs of any student in their charge.

If it is felt that a student no longer needs to be on the SEND list as they are making adequate progress over a period of time then they will be removed in agreement with parent, student or young person.

The level of provision for each student or young person is decided by the local authority and SEND staff in agreement with parent, student or young person.

SEND students have homework in accordance with the school homework policies

SECTION 6: SUPPORTING STUDENTS AND FAMILIES

Please refer to our school's SEND Information Report which outlines the support available for local students and young people with SEND or disabilities within our school. Within this we also include young people with SEN who are looked after.

The SEND staff work towards enabling SEND students to function independently in mainstream classes.

The SEND staff, support students in mainstream lessons as often as is possible and/or appropriate. SEND staff, also provide opportunities for individual and group activities. Direct support is not always possible and we support teachers to aid differentiation of class work and homework resources for the SEND students.

The Principal, Senior Staff, SENCOs, and key staff monitor our annual intake to ensure that students with Special Educational Needs (with or without Education, Health and Care plans) have not been refused admission or discriminated against because of their special needs.

NB: For students with EHC plans and access to resource bases the LA determines admission, having regard to parental preference and in consultation with governing bodies.

Reasonable adjustments are made so that students and young people with SEND can access exams. SENCOs and teachers are responsible for access arrangements for SEND students.

Students are supported with transition from class to class, across key stages and to other schools including Secondary School and Post 16.

We have a schools policy on managing the medical conditions of students.

SECTION 7: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Our school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to managing medicines policy, students have health care plans where appropriate.

SECTION 8: TRAINING AND RESOURCES

Staff training needs are identified in performance management meetings and arranged by appropriate members of staff. The SEND staff offer advice and training opportunities to all teachers on employing differentiated teaching methods and resources.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Please refer to our school's SEND Information Report.

SECTION 9: ROLES AND RESPONSIBILITIES

Our SEND Governor supports the SENCO in monitoring student progress for students with SEND.

The Designated Teacher with specific Safeguarding responsibility is Jane Thompson and Moira Kenneway.

The member of staff responsible for managing disadvantaged student funding is Jane Thomson.

We have a member of staff responsible for managing the medical needs of students – See Elaine Hall for advice.

SECTION 10: STORING AND MANAGING INFORMATION

Please refer to confidentiality policy and data protection policy.

SECTION 11: ACCESSIBILITY

Please refer to our school's SEND Information Report for details of how our school identifies and removes barriers to learning and how parents/careers can contact key staff.

Please refer to accessibility plan.

SECTION 12: DEALING WITH COMPLAINTS

Any complaints should be first raised with the SENDCO, then if necessary with the Headteacher and finally if unresolved with the SEND Governor.

Managing parental complaints related to SEND (any of the following may apply)

- All SEND complaints must follow school complaints procedure
- The SEND Governor is consulted
- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement
- Discussions should take place with the SENDCO
- Reports provided by outside agencies should be considered
- Student progress is reviewed
- Any behaviour/ achievement logs are included and shared with parents/carers.

SECTION 13: BULLYING

Please refer to school's anti bullying policy and safeguarding policy.

All students are dealt with individually, but SEND operates social groups for targeted students/young people.

