



## Special Educational Needs /Disability Policy

Date created:	November 2016
Responsible:	T Whiteman
Date Ratified:	November 2016
Responsible Committee:	SPCD
Date to be reviewed:	September 2018 unless otherwise required due to new legislation
Statutory Policy:	Yes

# **SPECIAL EDUCATIONAL NEEDS/ DISABILITY POLICY**

This policy is in keeping with the Academy's aims, its teaching and learning policies, and its policy on equality of opportunity. The Academy is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having special educational needs. The culture, practice, management and deployment of the Academy's resources are designed to ensure all students' needs are met.

The Board of Directors believes that all students, regardless of ability and behaviour, are valued equally at The Hazeley Academy. SEN and disabled children are not viewed as a separate entity but are part of the whole Academy approach, and different students' needs are recognised and met through varied and flexible provision throughout the curriculum.

## **1. Objectives & Guiding Principles of the SEND Policy**

- To ensure that all students, whether or not they have SEN or a disability, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any student who may have special educational needs or a disability.
- To help every student realise his or her full potential and optimise their self-esteem
- To enable all staff to play a part in identifying SEN students or students with a disability and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole Academy community to demonstrate a positive attitude towards SEN and disability.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at Academy.
- To encourage and support children to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.
- To follow the Code of SEND Practice (2014) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.
- To comply with the Disability and Discrimination Act (DDA) 2002

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

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

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

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

Special educational provision means:

- Educational provision which is additional to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- Section 312, Education Act 1996

The Code of Practice 2014 states the following as a definition of Special Educational Needs and Disability:

A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

### **3. Definition of disability**

3.1 The DDA defines a disabled person as someone who has:

“A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

“Long term” means at least 12 months. “Substantial” means “more than minor or trivial.”

3.2 Children have a learning difficulty if they:

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

3.3 Children are disabled if they:

- are blind, deaf or dumb or suffer from a mental disorder of any kind
- are substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be described.

3.4 A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **4. Fundamental Principles of the SEN Code and Disability and Discrimination Act:**

4.1 The SEND Code DDA adheres to the following principles:

- A child with special educational needs or a disability should have their needs met.
- The special educational needs of children or disability will normally be met in mainstream Academies or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child’s education.

- Children with special educational needs or disability should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the National Curriculum.
- The Academy should not discriminate disabled students in admission to the Academy, in all aspects of Academy life or exclusion from the Academy.
- The Academy must develop an accessibility plan.

4.2 Key individuals within the Academy who share a responsibility for those students identified as having SEND.

- Director with responsibility for SEN and disability;
- Principal;
- Special Needs Co-ordinator (SENCo);
- Progress Leaders;
- Class Teachers;
- Subject Leaders;
- Senior Teaching Assistants (STAs)
- Teaching Assistants (TAs).

4.3 The SENCo, in collaboration with the Principal and Board of Directors is responsible for:

- Overseeing strategic development and SEND policy and provision to raise achievement of SEND students.
- Co-ordinating provision for children with special educational needs.
- Developing effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of students' needs by monitoring the quality of teaching and standards of students' achievements and by setting targets for improvement.
- Collaboration with Directors of Faculty and pastoral colleagues to ensure that learning for all students is given equal priority and that available resources are used to maximum effect.
- Managing Teaching Assistant's and the Excellence team.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the Local Authorities (LA) support and educational psychology services, health and social services, Connexions and voluntary bodies.

The Principal and the Board of Directors have delegated the responsibility for the day-to-day implementation of this policy to the SENCo. The SENCo is Miss Toni Whiteman. The SENCo has Qualified Teacher Status. The management of the SEN is supported by 2 Assistant SENCo's, Mrs Jackie Hearty and Mrs Emma Wilson. The Excellence administrator is Mrs Jane Kerindi. These staff can be contacted direct by email at:

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The member of the Board of Directors with responsibility is Ms Rebecca Howell.

## 5. Special facilities and building adaptations:

The main building has wheelchair access, there are two lifts and there are toilet facilities for disabled students.

The Academy has six Evac chairs for emergency evacuation of the staircases.

Each classroom has a braille plaque which indicates the room number or purpose.

## 6. Admission arrangements

In accordance with the SEN Code of Practice and DDA, Hazeley will admit students with already identified special educational needs and disabilities, and will identify and provide for students not previously identified as having SEND. Admission authorities may not refuse to admit a child because they feel unable to cater for their special educational needs or disability. Students with special educational needs but without statements/ Educational Health Care Plans will be treated as fairly as all other applicants for admission. We consider applications for children who have SEND but no Statement/ Educational Health Care Plans on the basis of the Academy's published admissions criteria. We consider such children as part of the normal admissions procedure. (See separate admissions policy)

## 7. Number of students with SEND

See Appendix (available from Academy)

## 8. Academy Responsibilities

### 8.1 Curriculum entitlement

All students, including those with SEND, will have access to a broad and balanced curriculum, which will include the National Curriculum. The Board of Directors of the Academy is ultimately responsible for ensuring that all students receive the curriculum to which they are entitled. For further clarification refer to the appropriate National Curriculum document. The culture, practice, management and deployment of resources in an Academy or setting are designed to ensure **all children's needs are met**.

### 8.2 Allocation of funding to and between students with SEND

Students with statements/ Educational Health Care Plans receive support from the SEND budget, from the LA.

The Academy also makes provision from the delegated budget from the LA and its own funds for:

- Students on the SEND Register who mainly receive support within mainstream classes across the curriculum using a variety of strategies. Additional individual or small group support is used to help some students to improve reading, spelling, numeracy or study skills.

### 8.3 The Special Needs budget will be used to access resources, support personnel and where necessary adapt the Academy environment in order to allow all students to access the curriculum and fulfil their development potential.

- 8.4 At some point in their Academy career, a number of children may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. These children will normally be supported through differentiation by the class teacher within their normal classroom environment.
- 8.5 Children on the special educational needs register will receive help and funding in proportion to their level of need. We will continue to build up a bank of SEN resources which are available to all staff.

## 9.0 Code of Practice Graduated Response

The Academy adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting students' needs.

Special Educational Needs:

Using the SIMS coding we have created a graduated response to SEND

### **K (NAS)** (In-school intervention – previously School Action)

K (NAS) 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.

If the Academy decides, after consultation with parents, that a student requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

### **K** (External agency involvement – previously School Action +)

At K there may be involvement of external services. Placement of a student at this level will be made by the SENCo, after full consultation with parents. External support services will advise on targets and provide specialist inputs to the support process.

Intervention will usually be triggered when, 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 National Curriculum levels considerably lower than expected for a student at a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional/behavioural problems that substantially impede their learning
- 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.

Parental consent is sought before any external agencies are involved. The recommendations may be implemented by the class teacher or involve other adults.

### **Request for Statutory Assessment**

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

- The interventions on the SEND register
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- National Curriculum levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the student
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

### **Educational Health Care Plan**

An Educational Health Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the student 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 Educational Health Care Plan.

An Educational Health Care Plan will include details of outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term and short term outcomes set in the Educational Health Care Plan
- Established through parental/student consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

## Reviews of Statements/ Educational Health Care Plans

Statements/ Educational Health Care Plans must be reviewed annually. The LA will inform the Principal at the beginning of each Academy term of the students requiring reviews. The SENCo will organise these reviews and invite:

- The student's parent
- The student if appropriate
- The relevant teachers
- A representatives of the SEN Inclusion and Assessment Team if necessary
- The Educational Psychologist if necessary
- Any other person the SENCo considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the objectives/ outcomes on the Statement/ Educational health Care Plan
- Review the provision made to meet the student's need as identified in the Statement/ Educational Health Care Plan.
- Consider the appropriateness of the existing Educational Health Care Plan in relation to the student's performance during the year, and whether to cease, continue or amend it
- If appropriate to set new objectives/ outcomes for the coming year

At Key Stage Phase transitions reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCo will complete the annual review forms and send them, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend or cease a Statement of SEN/ Educational Health Care Plans.

### 10. Policy on SEND training for staff

Whole staff training in SEN and disability will be identified and met through ASPIRE and INSET provision. SEND training sessions will be organised as required to meet the current needs of staff and will be led by the SENCo, another member of staff or by an appropriate outside agency. TAs will be invited to attend relevant inset sessions and external courses as their contracts allow.

The SENCo will attend the SEN meeting/training sessions, which are usually held termly and organised by the LA.

### 11. Inclusion of students within and beyond the Academy

Wherever possible, all students with SEN or a disability will join in all the activities of the Academy with students who do not have special educational needs, although there may be occasions where this may be inappropriate. This inclusion policy covers **all** areas of the curriculum, as appropriate, Academy visits including residential trips, sporting activities, social activities, meal times and recreation times.

## **12. Curriculum**

The SENCo will be aware of the standards of achievement of individual students on the SEND register through The Hazeley Academy's procedures for the monitoring of the standards of achievement of individual students through:

- *Teacher observation and marking of daily work.*
- *Progress Report Data*

## **13. Teaching arrangements for students with SEN or a disability**

For the most part, students with SEND will be taught in the classroom alongside their peers. Where necessary, students will sometimes have the in-class support of a TA. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. This will enable individual learning needs to be met and all students to maximise their potential in all areas of the curriculum.

Students who are struggling with acquiring basic skills will, on occasions, be withdrawn to be given individual or group tuition by the SENCo or STAs or TAs.

We believe that it is essential that students who are having difficulty learning such skills are supported as soon as possible.

The teaching arrangements for those students with a statement/ educational health care plan will be determined by their Statement of Special Educational Needs/ Educational Health Care Plan.

## **14. Parent Partnership**

The aim is to develop a partnership where professionals and parents work together in the best interests of the student. The Hazeley Academy recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the student are also sought and taken into consideration.

Parents are fully involved in the Academy-based response for their child, and The Hazeley Academy will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are informed when a teacher considers that a student's needs are significant enough for the student to be placed on the SEND register. At this the identified student is included in the Excellence Department's Provision Map. Regular meetings are held with parents, teachers, SENCo and the student, as appropriate, to review the student's progress and the programme of learning.

During the procedure of applying for a statutory assessment (which may lead to an Educational Health Care Plan), the parents will be given as much help, advice and support as possible.

The Hazeley Academy formally reports students' progress to parents once a year through the annual written report.

In addition parents are welcome to talk to the SENCo whenever they have a concern about a child (at a mutually convenient time). Whenever a specific concern is mentioned by a parent, it will always be investigated and the results reported back/discussed with parents.

## **15. Relationship with Outside Agencies**

### **15.1 Involvement with Educational Support Services**

The Hazeley Academy seeks the advice of specialist advisory teachers and agencies as and when necessary. The Educational Welfare Officer and the Educational Psychologist come into Academy along with other agencies as appropriate.

Where necessary, the Academy will refer a child to an external specialist after consultation with parents.

### **15.2 Links with medical, social and voluntary organisations**

The Academy has necessary appropriate contact with health professionals, such as the Academy nurse, doctor, speech & language therapists, physiotherapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them as appropriate. We will provide them with any relevant information requested, with the parents' permission.

### **15.3 Links with Special/Mainstream Academies**

Whenever any student transfers to another Academy, including special Academies, The Hazeley Academy will pass on all relevant information. In addition, for SEND students, there will also be dialogue between the SENCo and /or Principal and a senior member of the other Academy's staff.

When local Schools/ Academies send a teacher into The Hazeley Academy to discuss the transfer of a Year 6 student who has SEN or a disability, then The Hazeley Academy SENCo or Progress Leader for year 7 will always speak to them, in addition to other appropriate members of staff.

## **16. Monitoring and evaluating the success of the policy**

The SENCo will:

- Assess individual students with SEN;
- Review provision for SEND students;
- Report to the Senior Deputy Principal.

The policy will be monitored and evaluated annually by:

- Senior Leadership Team (SLT) and SENCo;
- Advisors, inspectors, external specialists and Board of Directors;
- The assessment of individual students with SEN or a disability;

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

This policy should be read in conjunction with all other Academy policies, in particular Equal Opportunities, Teaching, Learning, Admissions and Assessment.