

Special Educational Needs & Disability (SEND) Policy

1. Introduction

All young people, wherever they are educated, have a right to develop alongside each other within their local community.

Parents/carers must be able to have confidence that their son's/daughter's needs are being met quickly and effectively throughout their education and as they move into adult life.

Young people identified as having special educational needs have the same common needs and the same rights as other young people at the same stage of development.

All young people should have access to an appropriate curriculum, with teaching and learning strategies that maximise their potential to achieve, prevent failure by removing barriers to learning and provide them with a wide range of challenges.

2. Aims

The aims of this policy are to:

- Ensure that The JCB Academy complies with the government's statutory guidance (2014) on the Special Educational Needs and Disability (SEND) system for children and young people aged 0 to 25.
- Ensure that the academy complies with The Equality Act (2010)
- Communicate how the academy will have regard to the SEND Code of Practice when carrying out its duties toward all students with special educational needs
- Define special educational needs and the academy's provision for SEND students
- Inform parents/carers about how the academy will do its best to ensure that the necessary provision is made for any SEND student

3. Vision

At the academy all students will:

- Be fully involved in all aspects of academy life, regardless of their special educational needs, disabilities or any other factor that may affect their attainment or ability to feel integrated into the academy
- Learn at a pace appropriate to their abilities and development
- Have their strengths recognised and valued and their weaknesses supported, as categorised in section 5.2 below
- Staff, parents/carers and students will work together to promote individual and group success and achievement

4. Teaching, learning, assessment and monitoring

At the heart of the work in each learning session is a continuous cycle of planning, teaching and assessment which takes into account the wide range of abilities and interests of students. The majority of students will learn and make progress within these arrangements.

Students whose overall attainment in specific subjects fall significantly outside the expected range *may* have special educational needs.

Students in the category above can be identified by any member of staff who should share their concerns with the academy's Assistant SENCO to enable further investigation to take place following a '*plan, do, review*' process. A full assessment of need will be carried out collaboratively with all relevant staff to enable us to have a full understanding of the student's strengths and weaknesses.

5. Procedures

The academy recognises that some of its students will have special educational needs and is mindful of its duty to provide a broad and balanced curriculum for all students.

The academy values the abilities and achievements of *all* its students, promoting maximum development of knowledge, skills and understanding combined with personal and social growth and development. All students have the same entitlement to participate in all aspects of academy life.

The academy will provide an educational environment where students with SEND make progress and their contribution is valued. It will also recognise the importance of taking into account the views of the student and the effective partnership with parents/carers.

The academy's underlying principle is one of inclusion and the expectations arising from SEND guidance (2014) are central to this SEND Policy and the provision and practice delivered. All members of the Academy community have an understanding of SEND and the role that they play in supporting students. Inclusion does not mean treating all students in the same way, but takes into account the students' varied life experiences and needs and making reasonable adjustments to ensure equal opportunities for all.

5.1 Definition of special educational needs

Students have special educational needs if they have a learning difficulty which calls for special educational provision or reasonable adjustment to be made for them. Students have a learning difficulty if they:

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

5.2 The four areas of special educational need

- Cognitive and Learning: general or specific learning difficulties which inhibit educational progress.
- Physical Health: disabilities or physical health conditions which impact upon learning, regular attendance or involvement in some activities without reasonable adjustments being put in place.
- Communication and Interaction: physical or emotional conditions which can impact upon a student's ability to interact with others and may impact on their ability to take a full part in academy life.
- Social, Behavioural and Mental Health Needs: factors which may inhibit educational progress, affect relationships and prevent active participation in all aspects of academy life.

5.3 Procedures for identifying students with SEND

These may include:

- Observation of students and assessments carried out during induction days.
- Liaison with feeder schools regarding KS2 and KS3 data and information relating to students' special educational needs.
- Use of standardised tests on transition (reading and spelling tests, CATs).
- Discussions between teaching and support staff.
- Observations made by teaching and support staff.

- Progress reports and EGCUP data.
- Concerns raised and shared by parents/carers.
- Concerns raised and shared by students.

5.4 The SEND Team will:

- Provide additional support for these students with special educational needs through a graduated response (see 5.5).
- Provide a continuous framework of monitoring and assessment; this will provide an effective check on the student's progress. All students on the Special Educational Needs & Disability Register will have regular reviews of their attainment.

5.5 Graduated response to special educational needs

In accordance with the SEND Code of Practice the academy has a graduated approach for supporting SEND students.

Students identified as having a special educational need are identified as being in receipt of 'SEN Support' and will be recorded as such on the academy's Provision Map.

In accordance with the categories detailed in 5.2, students with SEND will have their needs, strategies for support and other relevant information detailed on their Student Profile.

Students with more complex needs may have an 'Education and Health Care Plan' (EHCP); - *formerly known as a Statement of Special Educational Needs*. The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. All EHCPs will be reviewed annually in line with SEND procedures for the relevant local authority.

All students with special educational needs will have their needs and strategies for support detailed within each Classroom Support Plan.

Students with special educational needs may be assessed for Exam Access Arrangements and their entitlement will be notified to them and to their parent/carer. How students choose to use their entitlement will be detailed within their Student Profile and formally notified to the Exams Officer to enable an appropriate provision to be made.

6. Provision for students with special educational needs

Provision may include:

- Learning Support Mentor support in lessons.
- Specialist LSA support in core subjects.
- Specialist equipment if required.
- Exam access arrangements.

- Differentiation.
- A flexible curriculum.
- Additional literacy lessons.
- 1:1 support from the Assistant SENCO.
- The involvement of relevant external agents to assess need and support learning.
- Reasonable adjustments to enable them to join in activities which would otherwise not be available to them.

The Classroom Support Plan provides full details of when and where support is allocated.

7. Responsibilities

7.1 The Assistant SENCO has responsibility for the day to day delivery of the Special Educational Needs provision.

This includes:

- Maintaining the SEN Register and Provision Map
- Contributing to Student Profiles for those students with additional needs
- Co-ordinating provision for students on the Special Educational Needs Register
- Liaising with, and advising, relevant academy staff on student needs and strategies to support them.
- Ensuring accurate and confidential records of students on the SEN Register.
- Liaising with parents/carers of students with special educational needs.
- Alongside the academy SENCO, completing relevant paperwork and holding annual reviews for students with an EHCP.
- Contributing to staff training
- Liaising with relevant external agencies.
- Co-ordinating the screening process for exam access arrangements.

A team of Learning Mentors work alongside Learning Managers to provide day to day support within the academy learning environment and on external learning opportunities. There is close contact between House Team Leaders, Learning Support Mentors and the Student Support Team to ensure provision is carried out across the curriculum. Additional support is provided to students with EHCPs and students requiring targeted support in core subjects.

- 7.3 Extra support is given to small groups or individuals as and when required. Pastoral support is co-ordinated by the Student Support Team Leader liaising closely with the Assistant SENCO.
- 7.4 The senior manager responsible for monitoring special educational needs is the Director of PE and KS4 who is the named SENCO.
- 7.5 The Student Welfare Link Governor is the governor with responsibility for special educational needs within the academy.
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