



Appleton Academy Special Needs and Disability Policy



| Approved By | Approval Date | Next Review Date |
|---------------------------------------|---------------|------------------|
| Appleton Academy LGB | November 17 | 2018/19 – Term 1 |
| Appleton Academy Local Advisory Board | October 18 | 2019/20 – Term 1 |
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1.0 Definition of Special Educational Needs and Disabilities

A student is identified as having a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

This results in a child being identified as having Special Educational Needs if:

They have a significantly greater difficulty in learning than the majority of other pupils of the same age

or

They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for other pupils of the same age in mainstream school

These definitions are based on the information provided within the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, January 2015.

2.0 Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January, 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- **Working Together to Safeguard Children (2013)**: Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The Children Act 1989 Guidance and Regulations Volume 2** (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Reasonable adjustments for disabled pupils (2012)**: Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014)**: statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice**: Protecting the vulnerable (2005)

3.0 Key Staff

Principal at Appleton Academy:

Helen Jones

Leader of SEND:

Charlotte Wightman

Assistant Principal for Inclusion:

Nikki Tregat

Governor (SEND):

Dr Sandra Whitson

Special Educational Needs Co-Ordinator (SENDCo):

Charlotte Wightman, Nikki Tregay

Learning Support Manager:

Janet Bell

Learning Support Assistant Manager:

Louise Illingworth

School Psychotherapist:

Julie Atkinson

School Healthcare Practitioner:

Sarah Barraclough

4.0 Aims and Objectives

Appleton Academy aims to ensure that all learners are provided with a rich, challenging and differentiated curriculum, in which learners with Special Educational Needs can achieve their full potential. We aim to create an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs, in which all pupils can thrive. This will also ensure that pupils with Special Educational Needs and Disability (SEND) are equipped with the skills for life beyond school. This will mean that:

- There is an early identification of all learners requiring Special Educational Needs provision
- All students have access to a broad and balanced curriculum, which provides access to and progression within the curriculum
- A variety of teaching strategies are implemented, which include different learning styles, to facilitate meaningful and effective learning for all children
- Staff are supported in the delivery of educational entitlement and are aware of a student's individual needs
- A range of resources are available to support staff in their teaching of students with SEND
- developing a feeling of self-esteem within the individual
- An atmosphere which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- We closely monitor closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- There is a differentiated curriculum which is appropriate to an individual's needs and abilities
- The Academy will ensure that SEND learners take as full a part as possible in all activities and school life
- Parents and carers of pupils with Special Educational Needs are kept fully informed of their progress and attainment
- The SEND learners are involved, where practicable, in decisions affecting their future Special Educational Needs provision

The Academy will provide these opportunities through its desire to:

- Follow the advice provided by the SEND Code of Practice 2015 and the fundamental principles outlined in the code
- Ensure all pupils enjoy a high quality learning experience through which they are able to achieve their full potential
- Provide SEND pupils with the skills to become as independent as possible during their time in school
- Offer access for all pupils to a broad, balanced and relevant education
- Arrange alternative provision for those pupils who struggle to access a broad and balanced curriculum
- Help all pupils with learning difficulties develop functional literacy and numeracy skills
- Help those with physical or psychological disabilities, promoting skills which will assist in their development
- Ensure that all teachers see themselves as teachers of pupils with Special Educational Needs, recognising that they play a primary role in registering concerns, providing appropriately differentiated tasks, learning resources and opportunities
- Encourage pupils to express their views and participate in target setting and review
- Work in partnership with parents and carers and a range of other agencies
- Integrate with other pupils, wherever possible, those pupils with Special Educational Needs
- Ensure all pupils enjoy a high quality learning experience through which they are able to achieve their full potential
- Raise aspirations and expectations for all pupils, in particular those who have additional needs
- Prepare pupils for independent adulthood
- Provide an inclusive environment that demonstrates personalisation at the heart of what we do for pupils with Special Educational Needs

5.0 Types of SEND

SEND is divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia

and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

Disability

- Many children 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’. 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

6.0 Identification of SEND Pupils

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school’s usual differentiated curriculum and strategies. A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties liaising with the SENDCo. The SEND Framework and the Range Model descriptors are used to identify a child or young person’s special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given. The Academy whilst carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), takes into regard;

- The views, wishes and feelings of the child or young person, and the child’s parents.

- The importance of the child or young person, and the child's parents, 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 child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support: The participation of children, their parents and young people in decision making, the early identification of children and young people's needs and early intervention to support them, greater choice and control for young people and parents over support , collaboration between education, health and social care services to provide support and high quality provision to meet the needs of children and young people with SEND.

Reviews of pupils on the SEND register take place is ongoing throughout the year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this.

The key to a pupil with SEND excelling is to ensure that their needs are met within the Academy or by developing a partnership with relevant outside agencies. For this to happen the identification of a student as having Special Educational Needs is key. The way the Academy identifies SEND pupils is through the following rigorous process:

- Liaising with Nurseries, Primary Schools during the transition process
- Examination of KS2 baseline data
- Examination of the Academy entrance baseline data
- Examination of in-year monitoring data
- Referral from a subject area
- Referral from a year team
- Teacher referral
- Parental referral
- Student self-referral
- Outside agency or School Nurse referral

Following a referral or identification, a student would then participate in a detailed review of their situation by the Academy SENDCo. This would involve discussions with the student and their family, year teams and other key people within the Academy. There may also be a requirement to involve outside agencies, to provide a better understanding of the student's needs, or a specific diagnosis. Once a student is identified as having Special Educational Needs, they would then be added to the Academy Special Educational Needs Register to ensure that the Academy is providing the appropriate strategies to meet the student's needs and allow them to achieve their full potential.

7.0 The Graduated Approach

Each student on the SEND register is part of the Graduated Approach. This means that they are identified as either Range 1, Range 2, Range 3 or Range 4. Parents/carers will be informed which Range their child is in, this links to the local offer which shows the support available. This will be reviewed three times a year by the SENDCo.

The process for the Graduated Approach is: **ASSESS-PLAN-DO-**

REVIEW This should be an ongoing cycle.

ASSESS – An analysis is carried out of the child's overall needs. Reviews should happen regularly to ensure that support is best matched to the child's needs (referring back to the initial assessment). The overall process will be assessed to ensure the support and interventions identified are enabling

progress towards the individualised targets. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting.

PLAN – Where it is decided to provide SEN support, the SENCo will formally notify the parents/carers. The SENCo will be clear, through the use of the Learner Passport, the outcomes that they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review (once per term minimum). All plans should take into account the views of the child or young person. Learner Passports will be shared with all staff to foster an inclusive environment and allow teaching staff to provide quality first teaching provision.

DO – The Learner Passport and SEND information will be shared with all staff. The SENCo will be accountable for overseeing support and interventions agreed. The SENCo should support key staff in assessing suitability of provisions, in problem solving and advising of the effective implementation of any support or differentiation.

REVIEW – Progress and impact will be reviewed a minimum of once per term. Reviews should include the views of the child or young person. The identified Range of SEND can be changed at this point, this includes the option to remove a pupil from the SEN register, and the Learner Passport is updated. Any changes to provision, in light of progress, outcomes and development should be agreed.

Statements of SEN and Education, Health and Care Plans (EHCP)

If a student is identified at Range 4 or above on the Graduated Approach to SEND then they will have a Statement of Special Educational Needs or an Education, Health and Care Plan. If a student already has a Statement of SEN then this will be transferred to an EHCP at an Annual Review before the 1st of April 2018. If we feel we cannot meet the needs of a pupil, or the pupil's needs would be better met by an alternative provider, we will consult with the pupil, parent/carer and local authority SEN officer.

The Academy has strong links with specialist services within the local authority and external agencies. This allows timely access to specialist support where required, in addition we have established service level agreements to enable us to develop and expand the on-site provision available.

The SEND Co-ordinator at the Academy is on the Senior Leadership Team and has strong links with the Governing Body in order to raise and address important issues around SEND at the correct operational level. The SENCo for Appleton Academy works across the trust as a Specialist Teacher and can assess and diagnose Specific Learning Difficulties, as well as suggest specific support and interventions. We can assess our pupils in-house for exam Access Arrangements in line with JCQ requirements.

Quality assurance of teaching is carried out through regular learning walks and book scrutinies (including during interventions), analysis of data during attainment and progress meetings and the appraisal process.

Local Authority specialists can provide regular staff training covering a range of SEND. Workshops are also available through the year for staff and parents provided by the SENCo. Additional training is provided for new staff or teachers within the first two years of the profession. An overview on the Academy policies and procedures in relation to SEND are covered in the induction process for all new staff. Sharing of good practice takes place during Teach in Ten staff development, and cross-trust SENCo meetings.

To review practice, the SENCo meets with line managers regularly, conducts and participates in a range of internal, trust level and external reviews. The faculty undergoes regular audits from SLT. In addition, we seek feedback from parents, pupils and staff in relation to the performance and progress of the faculty (including parent coffee drop-in sessions and specialist SEN parents' evenings).

Additional funding to meet Special Educational Needs is linked to the range of need and firstly comes from a notional percentage of the Academy's budget, this is then supported by additional funding calculated by a Local Authority SEN formula - and finally, there is a high needs element.

8.0 Differentiated Response

Wave One (Range 1) - Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum. This includes Wave One interventions, where all learners benefit, at key moments, from additional small group or 1:1 intervention within the classroom. These are either delivered by the class/subject teacher or another adult (HLTA, Learning Assistant, Learning Mentor, Early Years Practitioner etc.)

Wave Two (Range 2) - Additional, time-limited, small group intervention programmes which target learners according to need, to accelerate their rates of progress and secure their learning. This 'catch up' intervention must help children or young people to master their learning so that when they return to their mainstream classes, their progress is maintained. In addition, in class support is maintained as needed.

Wave Three (Range 3) - Some children or young people need a further level of support that cannot be delivered in the context of whole class or small groups. Wave Three includes focused individual tuition, delivered by school based or external expertise. Such tuition supplements existing learning and does not replace it and must ensure that children or young people apply their learning to maintain the progress made when they return to class. Where possible, this will be provided by a Higher Level Teaching Assistant in conjunction with the class/subject teacher. Wave Three intervention might include other alternative specialised provision. The SENCo, in collaboration with the subject leaders will monitor the provision/interventions to ensure the children or young people make progress.

Wave Four (Range 4) - We will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within Wave 3, the child or young person 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 action followed within the range models for individual need
- The child or young person's Learner Passport
- Records and outcomes of regular reviews undertaken
- Information on the child or young person's health and relevant medical history
- Academic progress
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents/carers
- Where possible, the views of the child or young person
- Social Services/Educational Welfare Service/Multi-Professional reports

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the Local Authority considers the child or young person requires provision beyond that which the school can offer. However, the schools recognise that a request for a Statutory Assessment does not inevitably lead to an EHCP. Parents have the right of appeal and can contest such decisions, at which point the Academy would provide evidence as/when/if requested.

9.0 Role and Responsibility

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher (Principal)** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The SEND Coordinator (SENDCo) must:

- Be a qualified teacher
- Attain the National Award in Special Educational Needs Coordination within three years of appointment
- Collaborate with the governing body and the Principal, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
- Work with the school Governors and the Principal to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEND policy
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC Plans
- Liaise with the relevant designated teacher where a looked after child (CLA) has SEND
- Advise on the Graduated Approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with the parents of pupils with SEND
- Liaise with Early Year's providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies

- Be a key point of contact with external agencies, especially the LA and LA support services
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND
- Ensure that the school keeps the records of all pupils with SEND up-to-date
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

Support staff should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

Support staff work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

ACCESSIBILITY

The DDA, as amended by the SEND and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Horton Park's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the 'Policies' tab.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy

- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy
- Managing Medical Conditions in School policy
- Intimate Care policy

REVIEWING THE POLICY

This policy will be reviewed by governors annually.