



Dixons Kings Academy

Policy Documentation

Policy: Special Educational Needs

**Responsibility for Review:
SENDCO
Date of This Review: April 2017
Date of Next Review: May 2018**

Statement of Policy

Dixons Kings Academy believes that all young people are entitled to a broad, balanced, relevant and differentiated curriculum which is not constrained by age, gender, creed, race, disability, special educational needs or vulnerability. This should be delivered by trained personnel who are able to provide a happy, sensitive, secure and stimulating learning environment.

The thoughtful and effective use of assessments and testing, parental involvements and a variety of teaching styles appropriate to the individual needs of the students at the Academy should be at the centre of the educational provision for all students. It is expected that all students at the Academy apply the core values of Integrity, Civility and Diligence in their daily routines and demonstrate the high standards of behaviour that enable teachers to teach and students to learn.

This policy complies with the statutory requirements laid out in the SEN Code of Practice 2014 (CoP), with reference to the following guidance and documents:

- Equality Act 2010
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Articles 12 and 13 of the United Nations Convention of the Rights of the Child
- Dixons Kings Academy SEND Information Report – available on the Academy website
- Dixons Kings Academy Local Offer – available on the Academy website

The ethos of the Academy and aims of the SEN policy are in line with those expressed in the CoP

1.39 With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Policy Aims:

- To ensure that every child has an equal opportunity to participate in all aspects of academy life, irrespective of race, gender or special need.
- To provide equal access, plan for and provide a curriculum which is accessible to all the needs of the students.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the student wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.
- To identify as early as possible those students with SEND and the nature of their needs.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To ensure that support is distributed by the SENDCO according to student need and in accordance with the CoP.

Admission of Students with SEN

The SEN Code of Practice states:

1.27 The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an Education, Health and Care Plan (EHCP) on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHCP because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHCP

The Academy admissions process for students with SEND to the Academy is the same as that for students without SEND; except where a student has an EHCP.

The Academy's Admission & Appeals policy is available to read in full on the Academy's website

The policy is clear in its Aims that 'the Academy is committed to ensuring that those with Special Needs and vulnerable children are not treated less favourably than other applicants'. It outlines the process for all parents seeking the admission of their children to the Academy, including that for students with a statement of SEN/EHCP.

Parents/carers of disabled children or those with SEND who are applying for admission to the Academy are encouraged to contact the SENDCO – Mr James

Benson– to discuss and begin the planning for provision to address their child’s needs.

Principles of the SEN Code of Practice

6.1 Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), **must:**

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND Provision – the SEND co-ordinator, or SENDCO (this does not apply to 16 to 19 academies)
- inform parents when they are making special educational provision for a child
- prepare an SEND Information Report (see ‘Publishing information: SEN information report’, paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Identification of SEN

The SEN Code of Practice states that:

6.5 The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

Liaison with primary feeders, parents and external agencies is key to identifying need. In addition to this, we operate a comprehensive whole cohort entry assessment process which enables us to understand the full range of our students’ skills and needs on entry to the Academy in Year 7. This allows us to provide intervention from the outset, ensuring that all students are able to progress and succeed and also enables us to identify any SEN which may not have been identified at primary school. The assessments, which are administered during our two Transition Days, are as follows:

- Cognitive Ability Testing (CAT)
- Suffolk Reading Test
- Single Word Reading Test

- Single Word Spelling Test
- WRAT IV

The data provided by the assessments, in conjunction with information received from primary schools and from parents/carers and KS2 progress data, forms the basis of the planning process for allocating interventions to meet the needs of students with SEN. The same process is applied for students who are admitted to the Academy other than at the beginning of Year 7.

The Academy is aware that the SEN of some students will become apparent later in their schooling and have additional methods in place to accurately identify SEN other than through the methods outlined above. These include:

- Concerns raised by the student, parent/carers or members of staff
- Monitoring of progress data indicated that a student is not making expected progress

The CoP defines a student with SEN as:

A child of compulsory school age or a young person has a learning difficulty or disability 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 schools or mainstream post-16 institutions

Requests for Statutory Assessment of SEN

If, despite sustained and significant intervention, the SENCO feels that a student is not making expected progress or if the support a student requires exceeds 16 hours a week she will submit a request to the Local Authority for statutory assessment of that student's SEN. The Local Authority will seek the advice of all professionals involved with the student, parent/carers and the student themselves. If the Local Authority is satisfied that the student's SEN fall into Range 4 or above in their model then an EHCP will usually be issued.

Provision and Support for Students with SEN

City of Bradford MDC has published their report explaining to parents how they, as a local authority, are meeting the needs of students with SEN in the district. It is based on the SEN Code of Practice's (2014) graduated approach of Assess-Plan-Do-Review and categorises needs into 'ranges' using a Range Model to assess the level of need. It is available to read via the link below:

<http://localoffer.bradford.gov.uk/>

Our Academy Offer explains how we meet the needs of students with SEN who fall into Ranges 1 -3 of Bradford's range model. If a young person falls into one of these categories, it is known as SEN Support.

The Academy provides for the types of SEND detailed below and we have broken our Academy Offer down into those categories:

Communication and Interaction	<ul style="list-style-type: none"> • Speech, Language and Communication Needs • Autism Spectrum Disorders including Asperger's
Cognition and Learning	<ul style="list-style-type: none"> • Specific Learning Needs including Dyslexia, Dyscalculia, Dyspraxia • Moderate Learning Difficulties
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Attachment Disorder • ADHD/ADD • Social Needs • Emotional/Mental Health Needs including self-harm, anxiety, eating disorders, alcohol and substance abuse
Sensory and/or Physical	<ul style="list-style-type: none"> • Visual Impairment • Hearing Impairment • Physical Disability

Students whose Special Educational Needs fall into Range 4 or above on the Local Authority's model will have a statement of SEN/EHCP and as such our Academy Offer does not apply. **Where a student has an EHCP then we provide the support detailed in the plan** which is highly personalised to the student's individual needs.

The CoP states that:

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

At Dixons Kings Academy we believe that where appropriate, students with SEND should have their needs met through Quality First Teaching or Wave 1 provision as planned by the classroom teacher. It is this high quality intervention planning that enables classroom teachers to diminish the differences between students with SEND and those without and is central to the daily practice of all teachers within the Academy. Some students may need more personalised learning support in the form of intervention programmes delivered in small groups or individually. These can either be short term Wave 2 provision or longer term Wave 3 provision. These interventions would typically be times and measured for impact. Where Wave 2 and 3 intervention is taking place, parents/carers would normally be informed. If there is evidence that a student is making insufficient progress despite significant support

and interventions, further advice and support will be sought from external agencies in order to best meet the needs of the student.

Student Profiles: The Academy has replaced IEPs with Student Profiles which offer a person and provision-centered holistic approach to support SEN as advised by the CoP. The purpose of these provision maps is to inform planning for Quality First Teaching which is at the centre of provision for students with SEND at the Academy.

Student Passport: Where students are identified as having complex needs, they will be provided with a passport that is stuck inside their planner. This will support cover staff and those unfamiliar with the student in engaging the young person in their learning.

Quality First Teaching: We believe that all students should be in mainstream lessons as far as possible, whatever their level of need, and provision mapping enables teaching staff to provide learning which is inclusive, develops independence and provides stretch and challenge for all students. As such, there is considerable investment in providing Academy staff with CPD which equips them with the skills and knowledge to differentiate and to meet the needs of students with SEN as part of normal classroom practice and through Wave 1 interventions.

Targeted Interventions:

- Academic: Lexia, Reading Plus, Accelerated Maths, McGraw Hill, Active Literacy, Numicon
- Emotional/Social & Pastoral: Social Groups, Anger Management, Mentoring, Positive Communication, Understanding Emotions
- Support from Additional Adults: 1:1/small group support in lesson, Key Worker

Personalised Curriculum: At the Academy all students follow a broad and balanced curriculum and all staff ensure that this also applies to students with the highest level of need. Students will be offered a curriculum which is tailored to meet their individual needs with a focus on study of a broad and balanced range of subjects wherever possible. The higher the level of SEN, the more adapted a student's curriculum offer will be and may draw on the following curriculum adaptations/provisions:

- Y7-9 Nurture Group pathway
- Y7 Life Skills
- KS3 McGraw-Hill Reading
- Accelerated Maths Intervention
- KS4 Alternative Curriculum (including tailored qualifications such as Functional Skills Maths and ICT, Step Up to English)
- A focus on consolidation of the core subjects

Exam Access Provision: The Academy abides by JCQ regulations in the provision of exam access arrangements and their administration.

Monitoring and Review of Provision

The SENDCO has overall responsibility for the effectiveness of provision for students with SEND and this is reviewed in the following ways:

1. Analysis of the progress of students with SEND at each round of progress grades: data is collected three times a year for each cohort in the Academy. At each collection the SENDCO reviews the progress of students with the Academy Principal and appropriate interventions are put in place to support students deemed to be underachieving.
2. Impact analysis for specific interventions: all interventions which are provided for students with SEND have entry and exit assessments built in so that the SENDCO can determine effectiveness and longevity.
3. The annual review process for students with statements of SEN/EHCPs: students with a statement of SEN/EHCP have their needs reviewed annually via a multi-agency review meeting which is chaired by the SENDCO. As part of this process, the SENDCO collects information on the progress of the student, their needs and provision from all involved parties, including the student.

Partnership Working with Parents/Carers and Students

The CoP states that:

1.40 All professionals working with families should look to enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy.

The Academy actively seeks and values the views of students in the provision and reviewing process for SEND. For students with EHCPs, views are sought in written form as part of the review process and students are encouraged to attend at least a portion of their annual review meeting.

The Academy recognises the key role that parent/carers play in meeting the needs of students with SEND and actively seeks their views as part of the review process, both for students with EHCPs and those in the category of School Support. Parent/carers are kept informed of their child's progress and are encouraged to contact the SENDCO department if there are any concerns. Where students are not making as much progress as the academy would like, the SENDCO will meet with parents to discuss strategies that can be utilised at home to support and enhance learning.

Partnership Working with External Agencies and Specialist Support Teams for Students with SEND

The SENDCO and other senior members of the Wellbeing Team, including the Academy Nurse, work in partnership with other bodies, including:

- Health and social care agencies including the School Nursing Team and CAMHS
- Virtual Schools

- Safeguarding team
- Educational Psychology Team
- Autism Support Team
- Teacher of the Visually Impaired
- Teacher of the Deaf
- Parent Partnership
- Educational Social Work service
- SaLT
- Therapeutic Services
- Voluntary sector organisations
- Counselling services
- Local PRUs
- Alternative Providers

In meeting the needs of students with SEN and supporting their families. If the SENDCO feels that the Academy is not solely able to provide for the SEN of an individual student, she will request advice from the local authority support service or other relevant body such as CAMHS in the first instance.

The SENDCO also works in partnership with the local authority's specialist teams and other agencies to provide specialised CPD for Academy staff to ensure the standard of Quality First Teaching and expertise of Academy staff.

Support for Students during Periods of Transition

The SENDCO, Heads of Year and members of the Inclusion and Wellbeing team ensure that students with SEN are supported at times of transition such as:

- From KS2-3
- During the KS4 GCSE choices process in Y8
- From KS4-5

This is carried out in a number of ways including:

- Visits by Academy staff to primary schools, annual statement reviews, Looked After Children reviews and PEPs for students in Year 6
- Personalised transition planning for students with high levels of SEN and/or statements/EHCPs
- Guided Choices interviews with specialist staff to ensure that the right curriculum choices are made for KS4
- Visits with students to local FE colleges where necessary

Roles and Responsibilities

- The SENDCO will work with the Senior Leadership Team and Heads of Faculty to ensure that all students who require the different interventions named above are identified. The SENDCO will co-ordinate the intervention and ensure that all staff are clear about their roles and responsibilities. They will ensure that the progress of students and impact of the intervention packages are carefully monitored and reported to the Senior Leadership Team and Heads of Faculty. The

SENDCO will liaise with parents regarding supporting students at home and keeping them up-to-date with the provision within the Academy.

- The intervention teachers will need to prepare resources and plan and adapt lessons where needed. In addition, they will need to carry out assessments as required and record and report results. They must also liaise with the SENDCO and necessary teachers to provide regular updates about student progress to help accelerate progress.
- Heads of Faculty will ensure that subject teachers in their areas are assessing students' work appropriately to help with the intervention identification process and will aid the identification process, using their specialist subject knowledge.
- Classroom teachers will liaise with the SENDCO and Intervention teachers to ensure that information about student progress and student needs are communicated and acted upon appropriately, whether this action is to be carried out in subject lessons, intervention lessons or both.

The Governor with responsibility for SEND is Susan Gee.

Students with Medical Needs and/or Disabilities

The SEN Code of Practice states that:

1.32 There is a significant overlap between children and young people with SEN and those with disabilities and many such children and young people are covered by both SEN and equality legislation.

6.9 All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require 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. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

6.11 The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance '*Supporting pupils at school with medical conditions*'

The Academy recognises that students with medical needs should be supported so that they have full access to education, including school trips and physical education and is committed to putting all reasonable adjustments in place to facilitate this. Some students with medical needs may also be considered disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

The Academy First Aid Officer is able to administer medication once written consent has been obtained from parent/carers. In addition, there are a number of qualified first aiders on site who are able to attend to students' medical needs during the course of the school day. The Academy will ensure that where specific training is needed to meet the medical needs of a student that this will be provided to the appropriate staff and that a student's Health Care Plan and PEEP, where needed, will be shared with the staff working with that student on a daily basis.

The Academy is a fully accessible site and we are committed to removing all barriers to equality and ensuring that disabled students are valued and respected as part of the Academy community.

Students who are Looked After

The Academy understands that many Looked After Children and those formerly Looked After e.g. Adopted from Care or subject to a Special Guardianship Order often have the most complex Special Educational Needs and that they are often the most vulnerable students in the Academy. As such, the Academy works in close partnership with carers/guardians and agencies, such as Social Care, to ensure that the educational needs of such students are met as far as possible and makes its best efforts to ensure that necessary provision is available.

The Academy also recognises that its resources are finite and in instances where a Looked After Child has a high level of complex SEN for example, severe attachment disorder, that admission into the Academy may not be in the best interests of the child in terms of ensuring that those needs are met. The Academy may not be able to meet the child's needs without undermining the efficient, effective and safe education of all. The SENDCO liaises closely with local authority representatives to ensure that there is sufficient provision in place to meet the needs of each Looked After Child with SEND who is admitted to the Academy and reviews and evaluates this as part of the review and PEP processes, including evaluation of how PP+ funding is used to provide for the student's SEND.

Safeguarding of Students with SEN

All safeguarding concerns relating to students with SEN will be dealt with in line with the Academy's Safeguarding & Child Protection policy.

Complaints Procedure

If you have any questions/concerns relating to provision for students with SEND or the Academy's contribution to the Local Offer you should contact the Academy SENDCO on 01274 449706 in the first instance.

Other Relevant Policies and Information(available to view on the Academy website):

- Access Arrangements
- Accessibility Plan
- Admissions & Appeals
- Anti-Bullying
- Care & Control
- Child Protection Policy
- Complaints Procedure
- Critical Incident Management
- Equality and Community Cohesion
- SEND Information Report
- Spiritual, Moral and Cultural Development
- Teaching and Learning