ACADEMY GREAT BARR

Special Educational Needs and Disabilities (SEND) Policy

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Q3 Academy Great Barr

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1. Introduction

This policy reflects the whole Academy belief in *Inclusion* and that students will benefit from a high-quality inclusive education. This policy covers all Learning Consultants and includes both in-class support and targeted interventions for students with special educational needs. The policy continues to evolve in response to changes both in legislation and internal considerations.

The Academy has students from 11 – 19 years and currently caters for children with a range of special educational needs and disabilities.

The Academy is diverse and for curriculum matters, operates through a Company system. The pastoral organisation (including management of behaviour) is based on vertical tutor groups made up of several students from years 7-13. Each vertical tutor group is called a 'Learning Family'.

All students at Q3 Academy Great Bar follow a broad curriculum. Any exceptions are seen as a rare occurrence but will be based on evidence of need and in collaboration with the Head of School and SENCo, reasonable adjustments will be made accordingly.

2. Principles and Objectives

1. All students have the right to a broad and balanced curriculum. They will gain from an inclusive approach, which seeks to ensure maximum access.
2. Students with SEND are the shared responsibility of all staff. All Learning Consultants are teachers of SEND.
3. Students' individual special needs must be assessed by both subject staff and by learning support staff.
4. The procedures for documentation and reviews will be operated in line with the Code of Practice. (Reference DfES 581/2001 see appendix 1).
5. There must be a well-resourced Learning Support Department adequately staffed who are skilled in sharing expertise and knowledge. Material resources must be adequate, well organised and accessible.
6. Students with SEND need *additional* resourcing to meet their needs. A provision map is in place to manage resources and ensure provision is sufficient.
7. All staff should have awareness of appropriate SEND teaching strategies, and where required attend in-service courses. Learning Consultants should work in collaboration with the SENCo to provide students with access to the whole curriculum.
8. Parents/carers should be involved as partners in the education of their children. Students should also be considered as partners and their views taken into consideration.

3. Responsibility for Co-ordinating Learning Support

The LA has overall responsibility for students with Educational Heath Care Plans and need to make effective arrangements for all students with SEND.

The Local Governing Body, in co-operation with the Head of School, has overall responsibility for the SEND policy and provision for students with additional support. They establish the appropriate staffing and funding arrangements and maintain an oversight of the Academy's work with SEND students. The Local Governing Body must report annually to parents on the Academy's policy on SEND.

The Head of School has the overall responsibility for the day-to-day management of provision for students with SEND and the Assistant Vice Principal oversees the department.

The SENCo, with help from the Learning Support Team, has responsibility for the day-to-day operation of the Academy's SEND policy.

4. Arrangements for Co-ordinating Educational Provision for Students with Special Educational Needs and Disabilities

1. Pastoral and academic staff have the responsibility for students at the SEN support stage (K) but liaise closely with SEND staff. The SENCo liaises with the Line Manager.
2. The SENCo and Learning Support staff liaise with external agencies and act on specialist advice for students who have learning difficulties; including those who have Education and Health Care Plans.

5. Admission Arrangements

1. The Academy has an open enrolment policy for students of all abilities.
2. The Academy actively encourages the inclusion of students from alternative provision.
3. The Academy *always* seeks to ensure that adequate support is provided by the LA.

6. SEND Specialism

The Academy has successfully integrated, and achieved full inclusion for special needs students from day schools and units.

6.1 Special Needs currently catered for:

- ✓ Speech and Language Difficulties
- ✓ Visual Impairment
- ✓ Hearing Impairment
- ✓ Behavioural, Emotional and Social difficulties
- ✓ Attention Deficit Syndrome
- ✓ Cerebral Palsy
- ✓ Muscular Dystrophy
- ✓ Autistic Spectrum Disorder
- ✓ Attention Deficit Hyperactivity Disorder
- ✓ Hydrocephalus
- ✓ Attachment disorder
- ✓ Oppositional Defiance Disorder
- ✓ Down syndrome
- ✓ Dyslexia
- ✓ Dyspraxia
- ✓ Dandy Walker Syndrome

6.2 Successful inclusion has been accomplished by:

1. Using appropriate in-class support for students with EHCPs and ensuring close liaison between Learning Support Assistants; the SENCo; Inclusion Support and parents and carers.
2. Personalised timetables using our Inclusion Department and 'Provision 4' as alternative provision to the Learning Room.
3. EHCP students being allocated a Key Worker to support with emotional well-being and ensure the smooth transition into the Academy
4. Making full use of special arrangements allowed for Key Stage 3 tests, GCSE and A-Level examinations.
5. The Learning Support Department has links with speech therapists and teachers for the hearing impaired and visually impaired students, and manages the successful inclusion of students with these disabilities. A close link has been established between the Educational Psychologist, Occupational Therapist, Physiotherapist, Speech and Language Therapist and the Complex Communication and Autism Team (CCAT) as well as other specialist teachers from the local authority.

7. Facilities and Equipment

Q3 Academy Great Barr is a three storey building. There are external entrances on levels one and two, which provide suitable access for the disabled. To support students with visual impairments the Academy has anti-glare film on appropriate windows and contrasting edged steps. There are disabled toilets on all floors. Parental interviews are held in a specific room close to the main entrance. There is a lift available to provide access between floors. A designated room is available for students to carry out their daily physical exercises and to meet their specific sensory needs.

Sports facilities are varied and excellent. With some reasonable adjustments, all students can safely join in games and sports including students with visual and physical disabilities.

8. Allocation of Resources

1. In Year 7, students who are in 'Stepping Stones' will benefit from in-class support. This is a 'Provision 3' intervention for KS3 children who have been unable to approach the expected academic standard by the end of KS2; some of these students may have special educational needs especially for 'cognition and learning' and will follow a specialised curriculum.
2. Appropriate support is provided for any student, with a significant emotional and/or behavioural difficulty. This may range from mentoring to a behavioural management programme carried out in the Academy; it may necessitate a referral to external agencies.
3. Students with an EHCP receive individual support, according to the personalised provision made by the LA within their plan.
4. The Academy offers a range of interventions for students who meet the qualifying criteria. Please see the Academy's SEND Information Report
5. Funding is targeted specifically to support the principles of this policy.

9. Identification, Recording and Reporting, Access to the Curriculum; Assessment

9.1 Identification:

Liaison procedures at Primary/Secondary transfer include:

1. The SENCo and Transition Coordinator to visit Primary schools to meet students and staff.
2. The SENCo to attend Annual Reviews of Year 6 students whenever possible.
3. Students and parents/carers are encouraged to visit Q3 Academy, Great Barr.
4. Results from National Curriculum assessments to be gathered from Primary schools.
5. Details of previous SEND arrangements to be sought from Primary schools.
6. Reports from primary schools and external support agencies to be gathered.
7. Liaison with Inclusion support staff who have been involved with new students at KS2.

Identification procedures carried out at Q3 Academy include:

1. Assessments which include standardised reading, spelling and maths tests: All students are tested on entry to the Academy and students in Stepping Stones are re-tested annually.
2. Parents/Carers may express concern.
3. Students may ask for specific help.
4. Learning Consultants or support assistants may express concern.
5. The Academy has a robust referral process for Learning Consultants to alert the SENCo should they have any concerns with students not on the SEN register. The SENCo with observe the student in lesson; liaise with their Learning Consultants and parents; review their class work; carry out relevant tests. Some students may then be directed to their GP or referred to other necessary external agencies.

9.2 Recording and Reporting*:*

Learning Support Assistants and Learning Support Practitioners report to parents and carers regularly through meetings; Home-Academy Diaries; letters and phone calls.

Interventions are closely monitored by the SENCo and updates are sent home every Assessment Cycle (nine weeks).

The additional Adult Communication Record is a communication log kept between Learning Consultant and Additional Adult which are completed by both parties each lesson.

Students with Education and Health Care Plans have annual reviews in accordance with statutory regulations and the local authority is updated accordingly.

Accurate, up-to-date provision mapping is regularly updated by the SENCo to evidence current provision and costing including spending of students' personal budgets and top-up funding.

9.3 Linking Reviews into existing recording and reporting systems:

1. SEND Support reviews occur at Parents' Consultation Days; Open Days; Coffee Mornings; Coffee Afternoons, and by special invitation.
2. To move a student from 'universal support' to targeted interventions, Learning Support staff will need evidence of special provision from pastoral and subject staff.

3. Specialist Teachers from Sandwell Inclusion Support need evidence of progress of interventions within the Academy and parent/carer permission before they can get involved.

10. Access to the Curriculum

The full range of subjects is studied by all students unless formally dissapplied through an annual review. However, certain strategies are necessary to maximise access to the curriculum for some students with SEND:

1. Academic, emotional and behavioural support is provided.
2. Where students are in the nurture group, the number of students in the class is smaller.
3. Learning Support staff provide some publishers' resources from within their department. They also prepare differentiated resources and share their knowledge and skills with Learning Consultants during 'department time' and Academy meetings.

10.1 Assessment:

1. Curriculum staff review students' progress using end of topic or module assessments, and examinations within their lessons.
2. Learning Support Practitioners review students' progress assessing their students regularly within interventions.
3. Access arrangements enable students with Special Educational Needs, disabilities or temporary injuries to access exams who would otherwise be unable to do so. In line with JCQ regulations adjustments may include: a reader; a scribe; extra time; large print; separate room; coloured paper etc. Students would be required to be assessed for the arrangements and an application made to JCQ before they can commence.

11. Appendix 1

Excerpts from SEN Code of Practice (DfE, 2014 – updated 2015)

11. Advice for school governing bodies/proprietors, Senior Leadership Teams, SENCos and classroom staff

SEN support in schools

Teachers are responsible and accountable for the progress and development of the pupil in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

As noted in the previous section, School Action and School Action Plus have been replaced by SEN support, a graduated approach to supporting children and young people with SEN.

11.2 Deciding whether to make special educational provision

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell parents and young people about the local authority's information, advice and support service.

11.3 Defining desired outcomes

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

More detailed information on what constitutes good outcome setting is given in Chapter 9, Education, Health and Care needs assessments and plans, of the 0-25 SEND Code of Practice (paragraphs 9.64 to 9.69). These principles should be applied to planning for all children and young people with SEN. From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. Schools should engage with secondary schools or further education providers as necessary to help plan for these). The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.

However, support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEN support.

11.4 SEN support – the graduated approach

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. More information on each stage of the graduated approach is given in Chapter 6, Schools, in the 0-25 SEND Code of Practice (paragraphs 6.45 to 6.56).

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. Parents should also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps

11.5 Planning for transition

SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life (see preparing for adulthood from the earliest years). To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process. Where a pupil is remaining at the school for post-16 provision, this planning and preparation should include consideration of how to provide a high quality study programme.

11.6 Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should

agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

11.7 The full document can be found here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Local Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.