

# Special Educational Needs and Disability Policy

<b>Policy Holder:</b>	Simon Davies
<b>Approval Board:</b>	Norfolk Academies
<b>Date of Latest Review:</b>	Autumn Term 2018
<b>Date of Approval:</b>	Autumn Term 2018
<b>Review Period:</b>	Twelve months
<b>Target Review Date:</b>	Autumn Term 2019  The Review Period and Target Review Date refer to our internal policy review process. The published policy is current and is the most recent approved version.
<b>Legislation or regulation:</b>	The Children and Families Act: Section 69 The Special Educational Needs and Disability Regulations 2014 The 0-25 Special Educational Needs and Disability Code of Practice (January 2015)

# **CONTENTS**

## **Section 1: Norfolk Academies Statement of Intent**

## **Section 2: Scope**

## **Section 3: Legal Requirements**

## **Section 4: Policy**

- 4.1 Introduction
- 4.2 Aims and Objectives
- 4.3 Definition of Special Educational Needs Provision
- 4.4 Provision
- 4.5 Admissions
- 4.6 Inclusions
- 4.7 Evaluating the Success of our SEND Policy
- 4.8 Allocation of Resources
- 4.9 Identification, Assessment and Provision
- 4.10 SEND Provision
- 4.11 The Range of Provision
- 4.12 English as an Additional Language
- 4.13 Monitoring Student Progress
- 4.14 Record Keeping
- 4.15 General Learning Difficulties
- 4.16 Use of Support Staff Within SEND Provision (K)
- 4.17 Nature of Intervention
- 4.18 Request for Statutory Assessment
- 4.19 Reviews of Education Health Care Plans (EHCPs)
- 4.20 The Role of Special Educational Needs Co-ordinator (SENCO)
- 4.21 The Role of the AAN Academy Council (Governors)
- 4.22 The Role of the Subject Leader
- 4.23 The Role of the Student Support Mentor
- 4.24 The Role of the Principal
- 4.25 Continued Professional Development
- 4.26 Partnership with Parents
- 4.27 Complaints Procedure
- 4.28 Links with External Agencies/Organisations
- 4.29 SEND Policy Review

### **Appendices**

Appendix 1: Local Offer

## **Section 5: Equal Opportunities Statement**

## **SECTION 1: NORFOLK ACADEMIES STATEMENT OF INTENT**

---

- 1.1 Norfolk Academies recognise that all children have learning needs and that for some, these become Special Educational Needs (SEN). We recognise the Code of Practice 2014 which defines SEN as “a young person having a significantly greater difficulty in learning than the majority of others of the same age, or who has 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/academies within the area.”
- 1.2 We recognise that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs is at the core of all excellent teaching and learning.
- 1.3 Our principles and values are underpinned by the Government's four broad aims for (erstwhile Local Authority) policy:
- Promote high standards of education for young people with SEND
  - Encourage young people with SEND to participate fully in the Trust's community and take part in decisions about their education.
  - Work with other statutory and voluntary bodies to provide support for young people with SEND.
  - For young people with SEND, the key principle underpinning this vision and through which the above aims are to be met are:
    - Early intervention
    - Promoting inclusive education
    - Partnership with parents and carers
    - Promoting high expectations
    - Equality of opportunity
    - Sharing responsibility
    - Continuum of high quality provision
    - High quality trained staff
    - Procedures which are clear and effective
    - Monitoring, review and evaluation
    - Partnership with young people

## **SECTION 2: SCOPE**

---

- 2.1 This is a Norfolk Academies Statutory Policy for Attleborough Academy Norfolk. As such, it provides the policy to be followed at the Academy.

## **SECTION 3: LEGAL REQUIREMENTS**

---

- 3.1 This policy is required by the Department for Education (DfE) and falls into the category of:

*A. Statutory policies required by Education Legislation*

## **SECTION 4: POLICY**

---

### **4.1 Introduction**

- 4.1.1 The National Special Educational Needs and Disabilities (SEND) ethos is for SEND students to access an educational package enabling them to flourish at the Academy and beyond. “Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (SEND Code of Practice 2015).
- 4.1.2 Attleborough Academy values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning and for all students to maximise their potential.

### **4.2 Aims and Objectives**

- 4.2.1 The SEND aims of the Academy are:
- To ensure that all students have access to a broad and balanced curriculum;
  - To provide a differentiated curriculum appropriate to the individual’s needs and ability;
  - To ensure the identification of all students requiring SEND provision as early as possible in their Academy career;
  - To ensure that SEND students take as full a part as possible in all Academy activities;
  - To ensure that parents and carers of SEND students are kept fully informed of their child’s progress and attainment;
  - To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision.

### **4.3 Definition of Special Educational Needs Provision**

- 4.3.1 A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.
- 4.3.2 A child has learning difficulties if he or she:
- Has a significantly greater difficulty in learning than the majority of children of the same age;
  - Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other academies and schools;
  - Is under compulsory school age or would be if special educational provision was not made for the child.

#### 4.3.3 Special educational provision means:

- For children and young people from 0-25, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area;
- Children must not be regarded as having learning difficulties solely because their language, or a form of the home language, is different from that in which they are taught.

#### 4.4 Provision

4.4.1 Attleborough Academy will have due regard for the Special Educational Needs Code of Practice when carrying out our duties towards all students with special educational needs and ensure that parents or carers are notified when SEND provision is being made for their child.

4.4.2 The AAN provision for SEND is described in the SEND information report on our website which is the AAN Local Offer (see Appendix 1).

4.4.3 Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, carers, teachers and students working together.

#### 4.5 Admissions

4.5.1 The AAN Academy Council (Governors) believe that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the SEND Code of Practice.

#### 4.6 Inclusion

4.6.1 Our SEND Policy reinforces the need for teaching that is fully inclusive. The AAN Academy Council (Governors) will ensure that appropriate provision will be made for all students with SEND.

4.6.2 AAN continues to follow the Norfolk Children's Services Inclusion statement 'Inclusion is the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.'

#### 4.7 Evaluating the Success of our SEND Policy

4.7.1. In evaluating the success of this policy, we have identified specific objectives which are given under 4.2 Aims and Objectives. The Academy will consider the views of:

- Teachers
- Parents and carers
- Students
- External professionals

As part of our annual independent survey, parents, carers and students are asked to complete questionnaires which include comment on the Academy's SEND provision.

4.7.2 Student progress will provide evidence for the success of the SEND Policy and this will be analysed carefully through:

- Literacy Assessment Online
- Teacher comments and subject reports/tests/levels
- Progressive Pupil Learning Pathways (PLPs)

#### **4.8 Allocation of Resources**

4.8.1 The Academy budget allocation for SEND is allocated to provide maximum coverage of all SEND students within the Academy.

4.8.2 In April 2013, Norfolk County Council (NCC) introduced new processes for funding SEND support. All funding for SEND is delegated by the Local Education Authority (LEA). All schools have to bid for SEND funding, providing justification for individual student's specific needs. The money granted by the LEA goes into the school's budget. It is the expectation that schools provide support to their students with SEND from their SEND budget.

4.8.3 The AAN Academy Council (Governors) ensure that resources are allocated to support appropriate provision for all students requiring it and in meeting the objectives set out in this policy.

#### **4.9 Identification, Assessment and Provision**

4.9.1 At AAN, we have adopted an inclusive approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes.

Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Academy. Where it is not possible to integrate students fully into mainstream classes, they may be taught in small groups or individually within the Student Support Centre.

4.9.2 Access for disabled students is via ramps and lifts to most areas of the Academy with the exception of the Mathematics and Computing Block which does not have this facility at present. If access to a teaching room is not possible, alternative provision is always made.

4.9.3 All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full National Curriculum.

4.9.4 Early identification of students with SEND is a priority. The Academy will use appropriate screening and assessment tools and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment;
- Their performance judged against level descriptions;
- Student progress in relation to objectives in the National Literacy/Numeracy strategies;
- Standardised screening or assessment tools.

4.9.5 At AAN, the following assessment tools are used:

- Literacy Assessment Online;
- Lucid products to test various cognitive areas;
- Visual Stress Test;
- Reports or observations;
- Records from feeder schools and Academies etc;
- Information from parents and carers;
- Key Stage 2 SAT results;
- External exam results.

#### **4.10 SEND Provision**

4.10.1 On entry to the Academy, each child's attainment will be assessed in order to ensure continuity of learning from primary school or transference from another secondary school or Academy. For students with identified SEND, the Special Educational Needs Co-ordinator will:

- Use information from the primary school to shape the student's curriculum and pastoral provision in the first few months;
- Identify the student's skills and be aware of areas that require support;
- Ensure ongoing observations/assessments provide regular feedback on achievements/experiences in order to plan the next steps in learning;
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme;
- Involve students on the COP in planning/agreeing their own targets on PLPs;
- Involve parents and carers in a joint home-Academy learning approach.

#### **4.11 The Range of Provision**

##### **4.11.1 Wave 1 SEND Support**

- Full-time education in classes with additional help and support by class teacher through a differentiated curriculum.
- Full-time education in classes with additional help and support by class teacher and Student Support Mentor through a differentiated curriculum.

#### 4.11.2 **Wave 2 SEND Support**

- Full-time education in class with targeted catch-up programmes delivered by Student Support Mentors.

#### 4.11.3 **Wave 3 SEND Support**

- Registration extraction (08.35 – 09.00) working with a Student Support Mentor to overcome barriers to learning.
- Personalised timetables within the SEND unit for students needing more intensive support to overcome learning barriers.

### 4.12 **English as an Additional Language**

4.12.1 Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs.

4.12.2 It will be necessary to assess a student's proficiency in English before planning any additional support that might be required. This assessment is carried out by a Student Support Mentor who has been trained to make the initial assessment on entry to the Academy and to continue to provide support as required.

### 4.13 **Monitoring Student Progress**

4.13.1 Progress is the crucial factor in determining the need for additional support beyond good classroom teaching. Adequate progress is that which:

- Narrows the attainment gap between student and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the student's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the student's behaviour.
- Is likely to lead to Further Education, training, or employment.

4.13.2 Where teachers decide that a student's learning is not making adequate progress, the Head of Subject is the first member of staff to be consulted and then they make the referral to the Student Support Team. The Special Educational Needs Co-ordinator and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through Student Support Team. Where concerns remain, despite sustained intervention, the Academy will consider requesting a Statutory Assessment. Parents and carers will be fully consulted at all stages of the process.

Each intervention programme is detailed in appropriate sections of this policy. The Academy also recognises that parents and carers have a right to request a Statutory Assessment.

#### **4.14 Record Keeping**

4.14.1 The Academy will record the steps taken to meet a student's individual needs. The Special Educational Needs Co-ordinator will maintain the records and ensure access to them. In addition to the usual Academy records, the student's profile will include:

- Information from previous school/phases.
- Information from parents and carers.
- Information on progress and behavior.
- Statement of student's own perceptions of difficulties.
- Information from health/social services.
- Information from any other relevant external agencies.

#### **4.15 General Learning Difficulties**

4.15.1 Teaching SEND students is an Academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in students' abilities, aptitudes and interests. Some students may need increased levels of provision and support. The SEND Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the Academy will intervene through SEND Provision (K).

4.15.2 SEND provision 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.

4.15.3 If the Academy decides, after consultation with parents or carers, that a student requires additional support to make progress, the Special Educational Needs Co-ordinator, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. Parents or carers will be closely informed of the action and results by the Special Educational Needs Co-ordinator.

## **4.16 Use of Support Staff Within SEND Provision (K)**

### **4.16.1 Special Educational Needs Co-ordinator**

Plans programmes of intervention, allocates Student Support Mentors to appropriate groups and delivers specialist training and SEND teaching to all year groups.

### **4.16.2 Student Support Mentors**

Provide in class, extraction group and one to one support dependent on needs of specific students and areas of expertise.

## **4.17 Nature of Intervention**

4.17.1 The Special Educational Needs Co-ordinator, in collaboration with the class teacher, will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student;
- Provision of alternative learning materials/special equipment;
- Group support;
- Provision of additional adult time in devising interventions and monitoring their effectiveness;
- Staff development/training to undertake more effective strategies;
- Access to support services for advice on strategies, equipment, or staff training.

4.17.2 Strategies for a student's progress will be recorded in a Pupil Learning Pathway (PLP) containing information on:

- Exam Access Arrangements;
- Barriers to learning;
- Strategies for developing the student's learning skills;
- Success and/or exit criteria.

4.17.3 PLPs will be reviewed termly. The Academy will endeavour to hold the reviews in an informal manner and the views of the parents or carers on their child's progress will actively be sought with Education, Health and Care Plans (EHCPs). Wherever possible or appropriate, the Academy will involve students and parents and carers in this process.

4.17.4 SEND Support also covers involvement of external services. Placement of a student at this level will be made by the Special Educational Needs Co-ordinator and after full consultation with parents and carers.

4.17.5 External support services will advise on targets for a new PLP and provide specialist inputs to the support process.

4.17.6 Additional intervention will usually be triggered through continued concern, supplemented by evidence that 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 levels considerably lower than expected for a child of similar age;
- Continues to experience difficulty in developing literacy/numeracy skills;
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme;
- 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.

4.17.9 External support services will require access to student records in order to understand the strategies employed to date and the targets set and achieved. The specialist may be asked to provide further assessments and advice and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting PLP will incorporate specialist strategies. These may be implemented by the teacher but involve other adults. Where appropriate, the Academy may well request direct intervention/support from a specialist/teacher.

#### **4.18 Request for Statutory Assessment**

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

- The action followed with respect to SEND Support;
- The student's PLPs;
- Records and outcomes of regular reviews undertaken;
- Information on the student's health and relevant medical history;
- Student levels;
- Literacy/numeracy attainments;
- Other relevant assessments from specialists such as support teachers and educational psychologists;
- The views of parents or carers;
- Where possible, the views of the child;
- Children's Services/Attendance Improvement reports;
- Any other involvement by professionals.

4.18.2 An EHCP will normally be provided where, after a Statutory Assessment, the LEA considers the child 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 EHCP.

4.18.3 An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP;
- Delivered by the subject teacher with appropriate additional support where specified.

#### **4.19 Reviews of Education Health Care Plans (EHCPs)**

4.19.1 EHCPs must be reviewed annually. The Local Authority will inform the Principal at the beginning of each Academy term of the students requiring reviews. The Special Educational Needs Co-ordinator will organise and attend these reviews and invite:

- The child's parents or carers;
- The child, if appropriate;
- The relevant teachers;
- A representative of the LEA;
- Any other person the LEA considers appropriate;
- Any other person the Principal considers appropriate.

The aim of the review will be to:

- Assess the student's progress in relation to the PLP targets and the needs as identified in the EHCP;
- Review the provision made for the student in the context of the levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year and whether to cease, continue, or amend it;
- Set new targets for the coming year.

4.19.2 Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education and adult life. Beyond Year 9, the Transition Plan will be reviewed and involve any relevant outside agencies. The Academy recognises that the responsibility for such Transition Plans lies with these specialist services and the Special Educational Needs Co-ordinator.

4.19.3 With due regard for the time limits set out in the SEND Code of Practice, the Special Educational Needs Co-ordinator will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The Academy recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHCP.

4.19.4 The Academy recognises that where a student with an EHCP of SEND continues to attend after compulsory education, i.e. after age 16, the LEA may decide to maintain the EHCP until age 25.

## **4.20 The Role of Special Educational Needs Co-ordinator (SENCO)**

4.20.1 The Special Educational Needs Co-ordinator (SENCO) plays a crucial role in the Academy's SEND provision. This involves working with the Principal, the Leadership link for SEND and the AAN Academy Council (Governors) to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy;
- Co-ordinating the provision for students with SEND;
- Liaising with and giving advice to fellow teachers;
- Managing Student Support Mentors;
- Overseeing students' records;
- Liaising with the parents and carers;
- Making a contribution to staff Continued Professional Development;
- Ensuring the smooth transfer arrangement for SEND students;
- Liaising with external agencies, LEA support services, Health and Social Services and any other relevant external agency.

4.20.2 For effective co-ordination, staff must be aware of:

- The responsibility all teachers have in making provision for SEND students;
- The commitment required by staff to keep the Special Educational Needs Co-ordinator well informed about students' progress;
- Mechanisms that exist to allow teachers to access information about SEND students;
- What exactly constitutes a 'level of concern' and at which point Academy Action is initiated;
- Mechanisms that exist to alert the SENCO to such 'levels of concern';
- The procedure by which parents and carers are informed of this concern and the subsequent SEND provision.

4.20.3 Additionally, parents and carers must be given clear guidance to the means by which they can contribute to co-ordination and how they can provide additional information when and if required.

## **4.21 The Role of the AAN Academy Council (Governors)**

4.21.1 The AAN Academy Council (Governors) responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students;
- Ensuring that a 'responsible person' is identified to inform about the EHCP to all those involved with teaching and supporting EHCP students;
- Ensuring that SEND students are fully involved in Academy activities;
- Having regard to the SEND Code of Practice when carrying out these responsibilities;
- Being fully involved in developing and subsequently reviewing SEND Policy;

- Reporting to parents and carers on the Academy's SEND Policy including the allocation of resources from the Academy's devolved/delegated budget.

## **4.22 The Role of the Subject Leader**

4.22.1 The SEND Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the Academy's procedures for the identification and assessment of and subsequent provision for SEND students;
- Collaborating with the Special Educational Needs Co-ordinator to decide the action required to assist the student to progress;
- Working with the Special Educational Needs Co-ordinator to collect all available information on the student;
- In collaboration with the Special Educational Needs Co-ordinator to develop PLPs for SEND students;
- Working with SEND students on a daily basis to deliver the individual programme set out in the PLP;
- Developing constructive relationships with parents and carers.

## **4.23 The Role of the Student Support Mentor**

4.23.1 The role of the Student Support Mentor includes:

- Reinforcing skills and learning;
- Delivering intervention packages;
- Mediating;
- Behavioural assistance.

4.23.2 It is the role of the classroom teacher to identify which of the above a Student Support Mentor in their classroom is delivering.

4.23.3 Student Support Mentors deliver Wave 3 SEND intervention and help with Wave 2 SEND intervention.

4.23.4 Student Support Mentors are there to measurably increase students' independent learning.

## **4.24 The Role of the Principal**

4.24.1 The Principal's responsibilities include:

- Keeping the AAN Academy Council (Governors) informed about SEND within the Academy;
- Working closely with the Leadership Link for SEND and the Special Educational Needs Co-ordinator and SEND Team;
- Informing parents or carers of the fact that SEND provision has been made for their child;

- Ensuring that the Academy has clear and flexible strategies for working with parents and carers and that these strategies encourage involvement in their child's education.

#### **4.25 Continued Professional Development**

- 4.25.1 Attleborough Academy encourages Continued Professional Development (CPD) and where possible, uses experienced teachers to provide in-house CPD.
- 4.25.2 The SENCO uses a combination of outside agencies and in-house provision to deliver training to groups of teaching staff and to all teaching staff.

#### **4.26 Partnership with Parents**

- 4.26.1 Attleborough Academy firmly believes in developing a strong partnership with parents and carers and that this will enable children and young people with SEND to achieve their potential. The Academy recognises that parents and carers have a unique overview of the child's needs and how best to support them and that this gives them a key role in the partnership.
- 4.26.2 The Academy considers parents of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision making processes affecting them.
- 4.26.3 The Academy will work in partnership with local and parent organisations to ensure that parents receive comprehensive, neutral, factual and appropriate advice.

#### **4.27 Complaints Procedure**

- 4.27.1 The Academy's complaints procedure is outlined by the Academy's Complaints Policy. The SEND Code of Practice outlines additional measures that must set up for preventing and resolving disagreements. These will be explained to parents and carers if required.

#### **4.28 Links with External Agencies/Organisations**

- 4.28.1 The Academy recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND students.
- 4.28.2 When it is considered necessary, colleagues from the following support services will be involved with SEND students:
- Educational psychologists;
  - Speech therapists;
  - Physiotherapists
  - Sensory Support (Hearing and Visual)

In addition, important links are in place with the following organisations:

- The LEA;
- Specialist services;
- EHCP Co-ordinator;
- Children's Services;
- Access Through Technology;
- Aspergers East Anglia;
- The TEN Group

#### **4.29 SEND Policy Review**

4.29.1 The Academy considers the SEND Policy document to be important and in conjunction with the AAN Academy Council (Governors), will undertake a thorough review of both policy and practice each year. The outcomes of this review will be used to inform the Academy Improvement Plan.

## **APPENDIX 1: LOCAL OFFER**

---

### **Attleborough Academy Norfolk SEND Offer**

Welcome to our SEND information report which is the AAN Local Offer. This offer is part of the Attleborough Cluster Offer and feeds into the Norfolk Offer.

AAN is committed to working with all of the school community and this document has been produced through consultation with students, parents and carers, Governors and members of staff. Your feedback and future involvement in the review of our SEND offer is welcomed. Contact information for the SENCO at AAN is Simon Davies at sdavies@aan.norfolk.sch.uk

### **Our Approach to Learning with SEND**

AAN believes in participation for all and seeks total adult and student commitment to learning for life. Our culture is fully inclusive and responsive to diversity of student background and interest.

High quality teaching is paramount and to this end, teaching and learning experiences are actively monitored. Student progress is continually assessed for high level progression and if required, appropriate intervention strategies are deployed. The learning culture is flexible enough to meet the needs of all learners. Please also refer to our Teaching and Learning Policy.

The AAN Academy Council (Governors) publishes information on the Academy website about the implementation of the Academy Council's policy for students with SEN.

## **LEARNING FOR ALL**

### **How We Identify SEND**

At different stages in their school career, a student may have an educational need. The Code of Practice defines SEN as:

'A child or young person has SEN if they have a learning difficulty or disability which calls for specific education provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

If a student is identified as having SEND, then provision that is additional to their normal differentiated curriculum is put in place to overcome the barrier to learning. Learners fall behind for different reasons and the Academy is committed to ensure that all learners have access to learning opportunities. Students at risk of not learning receive intervention packages however, this does not mean that all vulnerable students have SEND. Only students with a barrier to learning requiring special educational provision will be identified as having SEND.

## **The SEND profile at AAN for 2018-2019 (as at September 2018) is:**

- 15 students have an Education Health and Care Plan (EHCP);
- 100 students are on the Code of Practice but do not have EHCPs;

### **Staff Training and Expertise**

Since September 2009, it has been the law that all new SENCOs will have the National SENCO qualification or will be training for this qualification while in post within three years of appointment.

All Student Support Mentors have reached QCF Level 3 TA status as a minimum qualification.

All new teaching and learning staff have SEND induction as part of their general induction programme.

### **Continued Professional Development**

SEND training forms part of professional development at AAN. This training is provided by the SENCO or outside agencies and is in response to needs raised by teachers or is identified by the SENCO.

### **Assessing SEND**

The SENCO, teaching staff, support staff, parents and carers and the learners themselves will be the first to flag up a barrier to learning. A variety of tools are available to help identify barriers to learning and where appropriate, outside agencies are used for specific diagnostic procedures and subsequent recommendations. The list of available external agencies is available in the appendices.

TAs are employed to deliver interventions from the provision map as coordinated by the SENCO. A list of TAs and their specialisms is available in the appendices.

### **Learning Support Packages Provided**

Every teacher is expected to adapt the curriculum to ensure learning for all students. Learners with SEND will receive additional support and this will depend on their individual learning needs in relation to presenting barriers to learning. This support is outlined on the provision map which describes the interventions and actions available across the year groups. This provision map forms part of the cluster provision map, see appendices. There is consistent practice across the cluster to ensure equal opportunity. Packages available are shown in the provision map.

### **Extra-Curriculum Activities for SEND Students**

SEND students have full access to all activities organized in their year group. Having a disability does not prevent a student participating in enrichment activities. If a year group contains students needing special consideration due to SEN or disability, this is provided.

### **Looked After SEND Students**

Looked after students with SEND have support as required. The teacher in charge of Looked After Students liaises with the SENCO to provide appropriate interventions.

## **SEND Funding**

AAN receives direct funding to support the needs of learners with SEN. The funding received for 2018-2019 is to be confirmed.

## **Assessing the Effectiveness of Interventions**

Monitoring progress is an integral part of teaching and leadership. Parents and carers, students and staff are involved in the review of interventions for learners with SEND.

The stages of intervention are:

- Assess
- Plan
- Do
- Review

At each stage of intervention, there is involvement from parents/carers and the student. Before specific interventions are deployed, the parents and carers, the SENCO and the student agree on the intended impact. At this stage, a base line will be recorded so that the impact of intervention is measurable.

Students, parents and carers, teaching staff and support staff are involved in the reviewing progress. Reviews are built into the intervention and formal meetings are held to discuss progress and the next steps. If a student has an EHCP then termly review conversations will take place together with a formal annual review.

The SENCO collates the impacts of interventions to ensure that effective interventions are used. Intervention data is shared with the cluster so that all SENCOs in the cluster can select high quality provision.

Progress data for all students is collated by the Academy and is monitored by teaching staff, Senior Leaders and members of the Academy Council (Governors). AAN is monitored by Ofsted.

## **Additional Opportunities for Learning**

All learners have the same opportunities to access extra curriculum activities. A range of additional clubs and activities are provided.

All staff at AAN have awareness of the Equality Act 2010 which places duties on schools, settings and providers. Specifically, the duties of non-discrimination, harassment, or victimisation towards a student or adult are fully understood in relation to a protected characteristic, as defined in the Equality Act and consequently, make reasonable adjustments.

The Equality Act 2010 defined disability as:

'a person has a disability for the purpose of this Act if (s) has a physical or mental impairment which has a sustained and long term adverse effect on his ability to carry out normal day to day activities.'

This definition of disability in the Equalities Act includes children with long term health conditions. Students with such conditions do not necessarily have SEN but there is a significant overlap between disabled students and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation. Hence the term SEND is used.

For more details about the Equality Act, the protected characteristics or duties on public bodies please see our web site.

### **Preparing for the Next Step**

Transition forms part of life. At AAN, transition is across year groups, key stages and to other schools, as well as to post-16 educational institutions. AAN works in partnership with students, families and other providers to ensure positive transitions occur.

### **Opinions Matter**

AAN shapes and develops provision for all learners to ensure achievement for all. The SEND report declares our annual offer to learners with SEND. However, to be effective, it needs the views of all parents and carers, learners, Governors and staff. Views of parents and carers are sought at the year group Parents' Evenings.

### **Useful Contacts**

Simon Davies  
SENCO  
[sdavies@aan.norfolk.sch.uk](mailto:sdavies@aan.norfolk.sch.uk)

Claire Sadler  
Assistant SENCO  
[csadler@aan.norfolk.sch.uk](mailto:csadler@aan.norfolk.sch.uk)

### **External Agencies Used**

- Educational Psychologist Service (assessing students for Dyslexia and Dyspraxia)
- Access Through Technology (laptop provision for students)
- Sensory Support Team (auditory)
- Autism East Anglia
- School Nurse Team
- Occupational Therapy
- Speech and Language Service

## **Student Support Mentor Specialism**

Isabelle Allott  
HLTA (SEND)  
Specialism in working with hearing impaired students

Michele Caddamy  
Specialist Student Support Mentor (Vulnerables)

Amanda Dysart  
Specialist Student Support Mentor (Attendance)

Charlotte Fagg  
Specialist Student Support Mentor (English and EAL)

Shirley Linnitt  
HLTA (Student Specific)

Shani Ricketts  
Specialist Student Support Mentor (Maths)

Claire Sadler  
Assistant SENCO

Ariel Vlatseas  
Specialist Student Support Mentor (Behaviour)

Jazz Stowell  
Specialist Student Support Mentor (Integration)

## **SECTION 5: EQUAL OPPORTUNITIES STATEMENT**

---

- 5.1 This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.
- 5.2 This policy is specifically written with the aim to ensure that all necessary support is given to those students who share one or more of the nine protected characteristics who also have a special educational need or disability. In this respect, the policy should not create any disadvantage or negative impact on these specific students.

In addition, each individual Academy within the group, will have published their own Accessibility Plan which stipulates the expectations for access for those students who have a defined disability to:

- the physical environment
- the curriculum
- information

In addition, each individual Academy within the group, will have published their own Accessibility Plan which stipulates the expectations for access to the curriculum for students who have a defined disability.