



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Special Educational Needs and Disabilities Policy

The Birley Academy

Review frequency: The SEN Information Report must be updated annually and any changes to the information occurring during the year must be updated as soon as possible

Approval: Full governing body or proprietor.

Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust believes that all children, including those identified as having additional, special educational needs and/or disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. L.E.A.D. academies will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The L.E.A.D. Academies Trust is committed to inclusion. Part of the academies' strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

Each academy must have a policy which sets out clearly the vision, values and aims of the academy's SEND provision:

- The rationale and overall objectives of the policy
- A definition of SEN, and the four broad 'areas of need' from the SEND Code of Practice
- How the school leadership team will ensure staff are aware of and adhere to the policy's stated aims
- Arrangements for reviewing the policy

Academies are required by the Department of Education to publish a number of documents on their websites relating to how they support pupils with SEN.

These documents include:

1. an SEN information report detailing the implementation of their SEN policy
 - The SEN information report covers areas such as:
 - how the school will identify SEN
 - how the progress of pupils with SEN will be assessed and reviewed
 - consulting parents and pupils.
2. a link to the 'Local Offer' in order that parents/carers can see how their children will be supported
3. an accessibility plan which makes it clear, over a prescribed period, how the academy will:
 - (a) increase the extent to which disabled pupils can participate in the academy's curriculum,

(b) improve the physical environment of the academy for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the academy, and

(c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The SEND policy should state the role of the SEN co-ordinator (SENCO) and admissions arrangements for pupils with identified SEND.

In all L.E.A.D. academies, the SENCO will be a member of the Senior Leadership Team.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Legal Framework

SEND policies must comply with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64): [The Special Educational Needs and Disability Regulations 2014](#)

The Children and Families Act 2014 (specifically Section 69): [The Children and Families Act: Section 69](#)

Equality Act 2010 (specifically Part 6, Chapter 1):
<http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1>

The Special Educational Needs and Disability (SEND) Code of Practice: [The 0-25 Special Educational Needs and Disability Code of Practice](#).

This policy also complies with the Academies Funding Agreement and Articles of Association.

Since September 2014, all schools and academies have been expected to:

- initiate a review of their SEN policy, engaging governors and staff, parents and young people;
- review and refresh their process for the early identification and assessment of SEND, to follow the graduated approach;
- review and refresh their procedures for effective engagement, so that children and parents are involved in decision-making and planning;
- publish information on their provision as set out in [The Special Educational Needs and Disability Regulations 2014](#);
- engage with local authorities in particular on the development of the Local Offer and the process for transferring from statements of SEN to Education, Health and Care (EHC) plans;

- review pupils currently on SEN Support or on an Education Health Care Plan (EHCP) engaging the child and parent in decision-making and planning and being clear about the extra support that they need, what impact the school expects support to have and by when;
- ensure their SENCO has the right qualifications (or is working towards them) and explore how the SENCO fits into strategic management of the school;
- have arrangements in place to support pupils with medical conditions [See Supporting Pupils with Medical Conditions Policy];
- carry out staff training, ensuring that teachers are clear about their role and accountability for the progress and development of pupils with SEND in their class; and
- ensure there is a local governor identified as having a responsibility for SEND who will monitor the provision and outcomes for pupils with SEND.

Model Policy

Contents

Introduction

Rationale

Four 'areas of need' as stated in the 2014 Code of Practice

Definition of SEND

Objectives of SEND Policy at the Academy

Responsibilities of SENCO

Arrangements for coordinating SEND provision

Identification and assessment arrangements, monitoring and review procedures

 SEN Support in School

 Assess

 Plan

 Review

Involving specialists

Requesting an EHC assessment

Involving parents and pupils in planning and reviewing progress

Differentiated Curriculum Provision

Phase 1 of Graduated School Provision

Phase 2 of the Graduated School Provision

Phase 2+ of the School Graduated Provision

Request for an EHC

The Academy's Arrangements for SEND and Inclusion In-Service Training

The use made of teachers and facilities from outside the school, including support services

Arrangements for partnership with parents/carers

Phase 3 of Graduated Provision for SEN Support

EHC Plan

Inclusion of Pupils with English as an Additional Language (EAL)

Inclusion of Pupils who are looked after in local authority care

Inclusion of pupils who are very able and/or talented

Links with other schools and transfer arrangements

Links with Health and Social Services, Education Welfare Services and Voluntary

Organisations

Access to the Environment

Arrangements for Providing Access to Learning and the Curriculum

Terminology, Imagery and Disability Equality

Listening to disabled pupils and those identified with additional needs

Working with disabled parents/carers

Disability Equality and Out-of-school Activities

Evaluating the Success of the SEND Policy

Dealing with Complaints

Introduction

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

The 2014 Special Educational Needs and Disability (SEND) Code of Practice

Equality Act 2010

Children and Families Act 2014

Rationale

The academy is committed to providing an appropriate and high quality education to all of the pupils living in our local area. We believe that all children and young people, including those identified as having additional, special educational needs and/or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.

We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

The academy is committed to inclusion. Part of our strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners, such as:

- Girls and boys
- Minority ethnic and faith groups: travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the Local Authority
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion.

This policy describes the way we meet the needs of pupils who experience barriers to their learning due to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve to his or her full potential.

The academy sees the inclusion of pupils identified as having a special educational need and/or disability as an equal opportunities issue, and we will also model inclusion in our staffing policies, relationships with parents/carers and with the community.

Four 'areas of need' as stated in the 2014 Code of Practice:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication.

Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically

unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The academy has clear processes in place to support pupils including how we will manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils.

4. Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum.

Definition of SEND

The SEND Code of Practice (0-25 years) 2014 states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEN 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 includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a pupil requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The academy also has regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2017). (See Supporting Pupils with Medical Conditions Policy.)

Objectives of SEND Policy at the academy

1. To ensure the Special Educational Needs and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the academy.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children and young people with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(*Except where disapplication, arising from an EHC plan occurs; disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN/D at **School SEN Support Levels**.
6. To ensure that pupils with SEN/D are perceived positively by all members of the academy community, and that SEN/D and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children and young people who live in our catchment area.
8. To enable pupils to move on from us well equipped to meet the demands of the next stage in their education or training.
9. To involve parents/carers at every stage in plans in order to meet their child's additional needs.
10. To involve children/young people themselves in planning and in any decision making that affects them.

The name of the SENCO is Ms Maria Thomas

Responsibilities of SENCO

The SENCO has an important role to play, with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the academy. L.E.A.D. SENCOs are a part of the Senior Leadership Team.

The SENCO has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have (Education Health Care) EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Sheffield City Council Local Offer and works with professionals providing a support role to families to ensure that pupils with SEN/D receive appropriate support and high quality teaching.

The Key Responsibilities of the SENCO:

- overseeing the day-to-day operation of the academy's SEND policy
- coordinating provision for pupils with SEND
- liaising with the relevant Designated Teacher where a looked-after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with the potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and the Local Governing Body to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- liaise and meet regularly with the SEND governor and Director of Schools to fulfil monitoring and reporting functions
- ensuring that the academy keeps the records of all pupils with SEND up-to-date.

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Arrangements for coordinating SEND provision

1. The SENCO will meet with each Class Teacher/Curriculum Director/Middle Leader (dependent upon setting and staff structure) at regular intervals and at pupil progress meetings to discuss additional needs, concerns and to review their Individual Provision Maps and Individual Education Plans (IEP).
2. At other times, the SENCO will be alerted to newly arising concerns by staff completing Provision Maps and/or flagging concerns.
3. The SENCO will discuss issues arising from these concerns with the appropriate staff members within one week of receiving the form.
4. Reviews will be held every 6 weeks for all pupils on the SEND register.
5. Targets arising from IEP and Provision Map meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO monitors planning for SEND and supports class teachers with curriculum planning.
7. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, data analysis and other regular quality assurance activities.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants/learning mentors throughout the academy. This is funded from the academy's annual budget. The support timetable is reviewed termly by the SENCO, and the management team, in line with current pupil needs. Additional support is funded through individual allocations (Higher Level Needs), these are bid for from the local authority.
9. Support staff, class teachers, middle leaders, the SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and assessment arrangements, monitoring and review procedures

SEN support in school

The SEN Support and the Graduated Approach (Nasen, 2014) provides our academies with the key guidance for developing an approach for SEN support. This support arises from a four-part cycle.



Where a pupil is identified as having SEND, the academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of this four-part cycle 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 SEND needs of pupils.

Assess

In identifying a pupil as needing SEN support the class or subject teacher/leader, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the academy's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Academies should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in to place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals should liaise with the academy to help inform the assessments. Where professionals are not already working with academy staff, the SENCO will contact them with the parents' consent.

Plan

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in to place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the academy's information system.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and be provided by staff with sufficient skills and knowledge.

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.

The class or subject teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Do

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

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 area of need, the academy will consider involving specialists, including those secured by the academy itself or from outside agencies. 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.

Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Local Authority Local Offer should set out clearly what support is available from different services and how it may be accessed.

The academy will work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include academies commissioning specialist services directly. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for pupils with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children and young people with sensory impairment **must** hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)
- Therapists (including speech and language therapists, occupational therapists and physiotherapists). The SENCO and class teacher/form tutor, 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 pupil's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Requesting an Education, Health and Care (EHC) assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress, the academy or parents should consider requesting an Education, Health and Care (EHC) assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the academy as part of SEN support.

Involving parents and pupils in planning and reviewing progress

The academy will provide both regular and annual reports for parents on their child's progress.

Where a pupil is receiving SEN support, the academy will talk to parents regularly to set clear outcome targets and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the academy. The academy will meet parents at least three times each year.

These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher/form tutor, supported by the SENCO. It should provide a structured conversation for the parent to share their expectations of their child and, together with the teacher, agree their aspirations for the pupil. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate academy staff. This record should be given to the pupil's parents. The academy's management information system should be updated as appropriate.

The academy's system for regularly observing, assessing and recording the progress of **all** pupils is used to identify pupils who are not progressing satisfactorily and who may have additional needs.

Based on the academy's observations and assessment data and following a discussion between the class teacher/form tutor, SENCO and parent, the pupil may be recorded as needing School SEN/D Support using Provision Maps to support progress in learning from the local authority. In addition, the academy may involve outside agencies for intervention strategies e.g. SALT and CEPS.

Differentiated curriculum provision

In order to make progress, a pupil may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a pupil's individual needs will be provided for within the whole class planning and individual target setting. Differentiation will be recorded in the daily/weekly planning by the class teacher/subject teacher.

Monitoring of progress will be carried out by the class teacher/form tutor/ pastoral lead and used to inform future differentiation within whole class planning.

The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the pupil making expected or good progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, provision at 'School SEN Support' level may need to be made.

Phase 1 of the Graduated School Provision

Assessment of need starts with a whole school approach that can identify quickly where a child is not making expected progress. Leaders will ensure that regular pupil progress meetings enable teachers to discuss and identify those pupils who may need short term additional support to address underachievement. Further assessments may be required to indicate a particular cause of their difficulties and then suggest what might be done to enable the pupil to get back on track.

Phase 2 of the Graduated School Provision

SEND Support provision would be indicated where there is evidence that there has been little or no progress made with existing interventions.

Each pupil requiring SEND Support will have individual targets, detailed in their individual, group or class Provision Map.

Provision Maps For:

1. Cognition and Learning
2. Social, Emotional and Mental Health
3. Sensory and Physical Needs
4. Communication and Interaction Needs

Pupils recorded as receiving SEND Support:

1. Pupils who have needs similar to other pupils with additional needs within the class, e.g. support with blending/segmenting
2. Pupils whom we consider to have more severe or longer term needs that are likely to need professional advice to support learning at the academy.

The responsibility for planning for these pupils remains with the class teacher/subject teacher/curriculum director, in consultation with the SENCO.

Provision Maps will record intervention and impact on the pupil's learning.

Monitoring will be carried out at regular intervals at pupil progress meetings. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information and make adjustments to the provision for the pupil, if appropriate.

Individual Provision Maps will be reviewed at least termly. The class teacher/form tutor will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to the termly review of the Provision Map.

Phase 2+ of the School Graduated Provision: Request for an Education Healthcare Plan

Stage 1 of EHC Plan

Parental/School Setting Request 1 to 6 weeks

- Application form received – timeline starts
- School request assessment – the assessment does not start until the Person Centred Review (PCR) has been held and the minutes returned with the school information pack
- Week 1-2 Request information from school and for the PCR to be arranged
- Week 1-2 Request existing reports and information from health, social care and education services
- Week 3 – PCR held
- Week 4 – PCR minutes, reports and information co-ordinated
- Week 5 – Education, Health and Social Care decision panel held
- Week 6 – Parents informed of whether assessment will continue

Stage 2: 6 to 14 weeks

- Week 6 – Yes decision from panel.
- All professionals involved will receive a partly pre-populated assessment report form
- Professionals will need to consider the provision required and SMART long term outcomes and short term goals for the child or young person
- Where the family may wish to take a personal budget, a key worker will begin working with the family
- Week 12 – all detailed reports should be submitted
- Week 13-14 – information considered and decision made on whether to issue an Education, Health and Care Plan

Stage 3: 14 to 20 weeks

- Draft Education, Health and Care Plan is produced
- Parent has 15 days to comment on the plan and confirm if they would like to take a personal budget
- SEN consult with educational placements who must respond within 15 days
- Week 20 – EHCP is issued and parent is informed of their rights of appeal against education, health and social care provision within the plan

Sheffield City Council EHCP

- Is written in a child centred way

- Contains the child's views, wishes and hopes for the future
- Identifies their strengths and what is working well
- Identifies their difficulties and what needs to change
- Has clear and measurable outcomes and goals
- Paints a clear picture of the whole child
- Identifies clearly the indicative budget for provision

The Academy's Arrangements for SEND and Inclusion In-Service Training

- The SENCO attends regular L.E.A.D. SENCO meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the academy's long-term goals and the Academy Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house additional needs and inclusion training is provided through staff meetings by the SENCO or visiting L.E.A.D. SENCO.
- All members of staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class/subject level.
- Members of support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training is available.

The use made of teachers and facilities from outside the academy, including support services

- The Educational Psychologist visits the academy when required following discussion with the SENCO as to the purpose of each visit.
- The local authority Inclusive Education Support Service visits when required to provide specific information, share resources and provide in-service training.
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to pupils with autistic spectrum disorders, or severe emotional and behavioural difficulties, or Specific Learning Difficulties.
- Teachers from the Sensory Impairment Team work in school to support pupils, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with pupils where this is indicated.
- The SENCO liaises as necessary with a number of other outside agencies, for example:
 1. Social Services
 2. Education Welfare Service

3. School Nurse
4. Community Pediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy

- Parents/carers are informed if any outside agency is involved and consent gained through the Early Help Assessment processes.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the process. An appointment will be made by the class teacher/subject teacher/form tutor to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the academy or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about 'Parent Partnership' which is our local parent organisation, as soon as a pupil has been identified as experiencing special educational needs. This information is available on the local authority's website under the 'Local Offer' in Family Information Services.
- At review meetings with parents/carers we try to always make sure that the pupil's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Provision Map targets will include targets which need to be worked towards at home, and parents/carers are always invited to contribute their views to the review process. All Provision Maps and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between the academy and home will ensure that concerns are promptly acted upon.

Phase 3 of Graduated Provision for SEN Support: Education Health and Care Plan

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

The academy will comply with all local arrangements and procedures when applying for High Level Needs Block Funding or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local authority policy and guidance - particularly with regard to the timescales set out within the process.

Inclusion of Pupils with English as an Additional Language

Definition

- An EAL pupil includes anyone who has been exposed to a language other than English during early childhood 'and continues to be exposed to this language in the home or in the community'
- A bilingual learner refers to 'all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages'

EAL pupils and bilingual learners are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language. However, it is understood that, in some circumstances, varying levels of fluency in English due to the experiences of the pupil can have an impact on learning outcomes at any given point in their learning journey.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils, regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our academy by respecting that diversity and reflecting it in our academy environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our academy community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for an academy place. Where parents do not speak English, we endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our academy. On admission, the pupil will have access to a welcome and

induction programme, which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision, regardless of their proficiency in English. Upon entry to the academy, initial diagnostic assessments will be utilised to give teachers a clear view of an EAL pupil's start point so that any necessary interventions can be agreed and implemented. Where necessary, additional support will be given to improve acquisition of English

The following provision can be expected:

- Quality First teaching in the mainstream classroom
- Initial diagnostic assessments relating to current level of language acquisition to support class teachers in appropriate planning to meet individual need
- Targeted interventions based on pupil need, usually in small groups
- One to one interventions
- An assessment in the pupil's mother tongue may be applicable and appropriate where SEN is known or where further information needs to be gathered in the pupil's first language
- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources and translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (when the child is working significantly below age related expectations) and the year group non-negotiables. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the EAL Co-ordinator and SENCO. Provision will be recorded and monitored for effectiveness using the academy's provision map, in line with standard practice for all vulnerable learners in the academy. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to approach or communicate with the academy, regarding any concerns they may have regarding their child's progress. We endeavour to fully include EAL parents in the life of the academy by,

wherever possible, providing interpretation facilities during parents' evenings and other academy meetings, as well as providing key academy information in translated format.

Inclusion of pupils who are looked after in local authority care

The academy recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at school:
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools and academies to have a designated teacher for looked after children (The name of the current designated teacher at our academy is Miss Maria Thomas. The responsibilities of the designated teacher include:
 - monitoring the progress of children who are looked after to ensure that they have the best life chances possible and access to the full range of opportunities at the academy;
 - ensuring that children who are looked after have access to the appropriate network of support;
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months;
 - ensuring that information concerning the education of children who are looked after is transferred between agencies and individuals;
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern);
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team;
 - liaising with the child's social worker to ensure that there is effective communication at all times;
 - celebrating the child's successes and acknowledging the progress they are making.

Inclusion of pupils who are very able and/or talented

In this section, the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those pupils who are very able have very well developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents: sports, games, dexterity
- Visual/performing abilities: dance, movement, drama
- Mechanical ingenuity: construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership: organiser, outstanding team leader, sound judgements
- Social awareness, sensitivity, empathy
- Creativity: artistic, musical, linguistic

We respect the right of all pupils in our academy, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our academy make specific reference to teaching and learning that takes into account the needs of all pupils. They also identify the commitment to giving all of our pupils every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented pupils.

Identification

Before identifying any pupil as being 'very able' in a particular area, we aim to ensure that all children and young people have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/academy context and refers to the current level of performance only. This means that 'at this time this pupil is showing ability in a particular area'. Identification at our academy does not necessarily mean that in another academy or context the pupil would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Each year the academy will draw up a register of very able and/or talented pupils; this list will be kept under review. Provision for very able and/or talented pupils will be tracked on the academy's Provision Map.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all of our pupils. We give all pupils the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for pupils' learning by providing:

- a common activity that allows pupils to respond at their own level;
- an enrichment activity that broadens learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for pupils to progress through their work at their own rate of learning.

Pupils meet a variety of organisational strategies as they move through the academy. Each strategy supports all learners in their learning, but gives due regard to the more able and very able learner.

Through all Key Stages we set targets for all subjects at the appropriate level. All pupils will have access to appropriately differentiated tasks across the curriculum to allow them to succeed. We run 'more able groups' in English and mathematics at Key Stage 2, as well as extending this provision across the secondary curriculum through academic and extra-curricular provision.

We offer a range of extra-curricular activities for our pupils. These activities offer very able and/or talented pupils the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. Academy-based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

Links with other schools/academies and transfer arrangements

- Pre School Liaison Meetings highlight any pupils as already having additional needs. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary, the SENCO will arrange a further meeting.
- Class teachers/form tutors of pupils joining from other schools will receive information from the previous school; if there is a SEND issue, the SENCO will telephone to further discuss the pupil's needs. Pupils transferring from the academy to new schools will have a record that gives details of particular needs and additional provision made by the school. The SENCO will discuss these pupils with other schools on request.

Links with Health and Social Services, Education Welfare Services and any voluntary organisations

- The academy regularly consults health service professionals. Concerns are initially brought to their attention by the SENCO, and referrals will be made as appropriate.
- Social Care and the Education Welfare Service will be accessed as necessary via the Designated Safeguarding Lead (DSL) at the academy or through the attendance officer. All class/subject teachers will alert the SENCO if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND. The SENCO maintains an up-to-date list via the local authority Local Offer website. Parents/carers will be given details of these groups on request or via the academy website. Information detailing the academy's Local Offer will be posted on the academy website.

Access to the Environment

- Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

Arrangements for providing access to learning and the curriculum

- The academy ensures that all pupils have access to a 'balanced and broadly based' curriculum. No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.
- Learning opportunities are absorbing, rewarding and effectively differentiated and the teaching styles are diverse.
- All members of staff work in a way to avoid the isolation of the pupil(s) whom they are supporting, and will encourage peer tutoring/mentoring and collaborative learning.
- Schemes of Learning and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for, where this is appropriate.
- Staff will have regard to local authority provision maps as appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty access the

curriculum through specialist resources such as ICT where this is appropriate.

- The academy ensures that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

Access to information

- All pupils requiring information in formats other than print have this provided (e.g. if a pupil needs to use Braille).
- We adapt printed materials so that pupils with literacy needs can access them, or ensure access by peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- The academy uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Pupils with additional educational needs are considered for admission to the academy on exactly the same basis as for pupils without additional educational needs.
- Prior to starting at the academy, parents/carers of pupils with additional needs or an active CAF will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The Personal, Social and Health Education (PSHE) curriculum includes issues of disability, difference and valuing diversity.
- The library resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.
- Opportunities to teach pupils Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised.

Terminology, imagery and disability equality

- The academy is aware of the impact of language on pupils within the academy. We work with all pupils to understand the impact of the words they use, and deal seriously with derogatory name calling related to 'special educational needs' or disability.

- We also try to make sure we have positive images of disabled pupils and adults in displays, resources etc.
- We aim to make optimum use of PSHE sessions for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- The academy encourages the inclusion of all pupils in the Academy Council and other consultation groups. We also use the PSHE curriculum throughout the academy to support this process.
- We include pupils in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff have on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- The academy recognises that there will be a number of disabled parents/carers of pupils within the academy, and we work to try to ensure they are fully included in parents'/carers' activities.
- When a pupil starts at the academy we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print or use regular telephone contact, if this is their preferred method of communication.

Disability equality and trips or out of school activities

- L.E.A.D. academies try to make all trips inclusive by planning in advance and using accessible places.
- All pupils are welcome at our after school activities and we try to rearrange transport for pupils with specific travelling needs as necessary.

Evaluating the success of the academy's SEND policy

An annual evaluation of the policy will be made by all the L.E.A.D. SENCOs at the review meeting before updating and publishing the Policy on the academy's website. This will be scheduled before the end of every academic year.

Dealing with Complaints

- If a parent/carer wishes to complain about the provision or the policy, they should, in

the first instance, raise it with the SENCO, who will try to resolve the situation.

- If the issue cannot be resolved within ten working days, the parent can submit a formal complaint to the Headteacher in writing or in any other accessible format. The Headteacher will reply within ten working days.
- Any issues that remain unresolved at this stage will be managed according to the academy's Complaints Policy. This is available, on request, from the academy office.