

## Special Educational Needs Disability Policy

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## 1. INTRODUCTION

1.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 [January 2015] and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for Academies DfE Feb 2013;
- SEND Code of Practice 0-25 [January 2015];
- Academies' SEND Information Report Regulations [2014];
- Statutory Guidance on Supporting students at Academy with medical conditions April 2014;
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013;
- Safeguarding Policy;
- Accessibility Plan.

## 2. RESPONSIBILITY FOR COORDINATION OF SEND PROVISION

2.1 Assistant Principal - SEND Coordinator – Gail Kenlin.  
Learning Support Leader – Claire Scane.

2.2 The SEND Coordinator will hold all details of all SEND support records, SEND register and Individual Learning Plans.

## 3. AIMS AND OBJECTIVES

3.1 At TDA we aim to raise the aspirations and expectations for all pupils and students with Special Education Disability Needs [SEND]. We are committed to offering an inclusive curriculum to ensure the best progress for each of our pupils and students whatever their needs or abilities. This policy aims to provide a framework which ensures that the Special Education Disability Needs of all pupils and students are identified and that appropriate arrangements are made to meet those needs.

3.2 Objectives:

- 3.2.1 To identify and provide for pupils and students who have special educational needs and additional needs;
- 3.2.2 To work within the guidance provided in the SEND Code of Practice January 2015;
- 3.2.3 To provide a Special Educational Disability Needs Coordinator [SEND] who will work with the SEND Policy;
- 3.2.4 To provide support and advice for all staff working with SEND pupils and students;
- 3.2.5 To ensure that parents/carers are informed of their child's special needs and that there is effective communication between parents/carers and the Academy;
- 3.2.6 To ensure that learners express their views and are fully involved in decisions which affect their education;
- 3.2.7 Enable dissemination of information for outside agencies, teachers, parents/carers etc. and help with planning for the child's needs.

## 4. IDENTIFYING SPECIAL EDUCATIONAL DISABILITY NEEDS

4.1 Definitions of special educational needs [SEND] taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or

- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Academies or mainstream post-16 institutions.

A child under compulsory Academy age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4.2 The categories of needs as outlined in SEND Code of Practice January 2015 are:

#### 4.2.1 **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. The profile for every child with SLCN is different and their needs may change over time.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

#### 4.2.2 **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.

#### 4.2.3 **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.

#### 4.2.4 **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 multi-sensory impairment [MSI] will require specialist support and/or equipment to access their learning, or rehabilitation support.

### 5. **GRADUATED APPROACH TO SEND SUPPORT**

5.1 All learners will have access to high quality first teaching and a differentiated curriculum.

5.2 It is the class teacher's responsibility to monitor the progress of pupils and students in the class, including pupils and students who access support from Teaching Assistants or Higher Level Teaching Assistants.

- 5.3 High quality teaching and differentiation is the first step in responding to pupils and students who may have SEND.
- 5.4 Additional intervention or support cannot compensate for lack of good teaching.
- 5.5 Pupils and students will only be identified as SEND if they do not make adequate progress once they have had access to additional interventions/adjustments and access to quality first teaching.
- 5.6 The SEND Coordinator will liaise and gather evidence from SEND. Representatives/tutors/teachers, Head of Year and other relevant staff/external agencies relating to pupils and student progress, in order to make an accurate and formative assessment regarding the pupil's and student's needs.
- 5.7 For higher levels of needs when deemed necessary we will draw on specialised assessments from external agencies and professionals to help meet the pupils or student's needs.
- 5.8 In line with the SEND Code of Practice 2015, we will apply the ASSESS-PLAN-DO-REVIEW cycle and involve parents/carers/families/children and young people in the process via a meeting/letter/telephone conversation.
- 5.9 ASSESS-PLAN-DO-REVIEW is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

i. **Assess**

In identifying a student as needing SEND support, the subject teacher working with the SEND Coordinator and/or the Learning Support Leader should carry out a clear analysis of the pupils or student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the Academy's information and assessment data on how the pupil or student is progressing.

This analysis will require regular review to ensure that support and interventions are matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need.

ii. **Plan**

When it is decided to provide a student with SEND support, parents/carers will be informed in writing. Planning will involve consultation between the teacher, SEND Coordinator and/or the Learning Support Leader and parents/carers to agree to the adjustments, interventions and support that are required; the impact on progress or development is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil or student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

iii. **Do**

The Tutor, Head of Year and subject teachers remain responsible for working with the pupil or student on a daily basis. They will work closely with Teaching Assistants/Higher Level Teaching Assistants and relevant specialist staff to plan and assess the impact of support, interventions and links with classroom teaching. Support with further assessment of the pupil's or student's

strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SEND Coordinator and/or the Learning Support Leader.

**iv. Review**

Reviewing pupil or student progress will take place at the three or four checkpoints during the academic year. The review process will evaluate the impact and quality of the support and interventions. The SEND Coordinator will revise the support and, in light of pupil or student progress and development, make any necessary amendments going forward in consultation with the pupil or student, parents/carers and subject teachers.

**Referral for an Education, Health and Care Plan**

- 5.10 If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the Academy but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the pupil or student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- 5.11 The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents/carers, SEND Coordinator and the Local Authority.
- 5.12 The application for an Education, Health and Care Plan will combine information from a variety of sources including parents/carers, teachers, SEND Coordinator, Social Care and Health Professionals.
- 5.13 Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil or student is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

**Education, Health and Care Plans [EHC Plan]**

- 5.14 Following Statutory Assessment, an EHC Plan will be provided by Peterborough City Council if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in the Academy and parents/carers will be involved in developing and producing the plan.
- 5.15 Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the Academy named in the Plan if it differs from their preferred choice.
- 5.16 Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's or student's formal record and reviewed at least annually by staff, parents/carers and the pupil or student. The **Annual Personal Review** enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

**6. MANAGING PUPILS OR STUDENTS ON THE REGISTER**

- 6.1 Once identified, pupils or students are recognised according to their level of need using the SEND Code of Practice 2015. The statutory guidance for identification, assessment and provision of SEND is documented with the Code of Practice and is based on a model known as '**Graduated response**'.
- 6.2 The Academy adopts a graduated response to meeting special educational needs that requires the initial use of classroom and Academy resources before bringing specialist expertise to bear on the difficulties that a pupil or student is experiencing. When a young person is identified as having special educational needs, the Academy will intervene. Such interventions are a means

of helping the Academy and parents/carers match special educational provision to individual pupil or student needs.

6.3 If a pupil or student is known to have special educational needs when they arrive at the Academy, staff will:

- use information from the primary Academy to provide an appropriate curriculum for the pupil or student and focus attention on action to support the pupil or student within the class;
- ensure that ongoing observation and assessment provides feedback about the pupil's or student's achievements to inform future planning of the pupil's or student's learning;
- ensure opportunities for the pupil or student to show what they know, understand and can do;
- refer to the pupil's or student's Pupil Passport for strategies to support their needs.

6.4 Provision for pupils or students with special educational needs is a matter for the Academy as a whole. We believe that all colleagues share responsibility for the progress of all learners, including those with identified SEND.

6.5 **All teachers are teachers of SEND** and must ensure that learning tasks are well matched to the individual ability of each pupil or student. Such differentiation is fundamental to SEND pupil or student access to the curriculum. By implementing best practice teaching and learning for all and recognising and using strategies that promote individual progress fewer pupils or students should need to be recognised as needing any additional provision.

6.6 The SEND Coordinator has responsibility to ensure that the SEND register is up to date and accurate and is reviewed as part of an ongoing process throughout the academic year.

## 7. **CRITERIA FOR EXITING THE SEND REGISTER**

7.1 Pupils or students may be removed from the SEND register if as part of the ASSESS –PLAN-DO-REVIEW process they have met desired outcomes and/or are exceeding expected progress.

## 8. **PUPILS/STUDENTS AND FAMILIES**

8.1 Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The Academy recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

8.2 Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

8.3 An important feature of the SEND Code of Practice is the partnership between parents/carers and the Academy. We strongly endorse key principles within the Code of Practice and we would like parents/carers to be partners and to operate in a culture of co-operation. We would, therefore, actively encourage parents/carers to contact their child's Tutor/Head of Year or the SEND Coordinator or Learning Support Leader regarding any concerns or queries.

## 9. **ADMISSIONS FOR SEND OR DISABLED STUDENTS**

- 9.1 In line with the Equalities Act 2010, we will not discriminate against children and we will take all reasonable steps to provide effective educational provision [see Admission Policy for the Academy, as agreed with the Local Authority].
- 9.2 The aim of the Academy is to meet the needs of the child of any parent who wishes to register at the Academy. In the case of students with an EHCP, the SEND Coordinator will work closely with the Local Authority named officer in coming to a decision about the most appropriate provision for the student.
- 9.3 For further information please see our admissions policy.

## **10. TRANSITION**

- 10.1 We will ensure early and timely planning for transfer to a pupil's or student's next phase of education and, in the year before they leave, will offer transition meetings to all pupils or students in receipt of additional SEND support and all those with EHCPs. Pupils or students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- 10.2 Pupils, students and parents will be encouraged to consider all options for the next phase of education and the Academy will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- 10.3 Support for the pupils or students in coming to terms with moving on will be carefully planned and will include transition taster sessions to support the next phase but may also be offered additional transition visits.

## **11. SUPPORTING STUDENTS WITH MEDICAL CONDITIONS AT THE ACADEMY**

- 11.1 The Academy recognises that pupils or students with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.
- 11.2 For further information, please see our 'Supporting Students with Medical Needs' Policy.

## **12. MONITORING AND EVALUATION OF SEND PROVISION**

- 12.1 The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:
- classroom observation by the SEND Coordinator/ Learning Support Leaders and HLTAs;
  - ongoing assessment of progress made by intervention groups;
  - scrutiny of planning;
  - teacher interviews with the SEND Coordinator/Learning Support Leader;
  - informal feedback from staff;
  - pupil or student interviews;
  - pupil or student tracking and using assessment data;
  - regular meetings between SEND Coordinator/Learning Support Leader and Heads of Year;
  - checkpoint analysis;
  - pupil, student and staff questionnaires.

## **13. TRAINING AND RESOURCES**

- 13.1 The SEND Coordinator will regularly attend local network meetings.

- 13.2 All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the Academy Improvement Plan and annual schedule of professional learning.
- 13.3 Specialist advice and expertise in relation to assessment and support of individual pupils or students will be commissioned by the Academy from the open market.

## **14. ROLES AND RESPONSIBILITIES**

- 14.1 The Governing Body has due regard to the SEND Code of Practice when carrying out its duties towards all students with SEND ensuring that the following roles and responsibilities are clearly defined:
- Role of SEND Governor;
  - Name of Designated Teacher with specific Safeguarding responsibility [Martin Paine];
  - Name of member of staff responsible for managing the Academy's responsibility for meeting the medical needs of students [Gail Kenlin];
  - SEND Coordinator [Gail Kenlin].

## **15. POLICY REVIEW**

- 15.1 We will review the SEND Policy annually to ensure it complies with legislation.

## **16. ACCESSIBILITY**

- 16.1 We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- 16.2 The main academy building was completed in 2007, being a three-storey purpose built accommodation for up to 2,200 students. The Junior Academy was completed in 2014 with accommodation for up to 350 pupils.
- 16.3 Ramps and lifts are an integral part of both build and there is access to toilets for people with disabilities.
- 16.4 Disabled bays for parking are located close to the doors for ease of access.
- 16.5 Personal Emergency Evaluation Plans are in place for all pupils or students with a disability.

## **17. COMPLAINTS**

- 17.1 If there are any complaints relating to the provision for pupils or students with SEND, these will be dealt with in the first instance by the class teachers and SEND Coordinator/Learning Support Leader, then, if unresolved, by the Headteacher. In the case of an unresolved complaint, the issue should be taken through the general complaints procedure.



**18. BULLYING**

- 18.1 For further information on the steps we take at the TDA to mitigate the risk of bullying of our vulnerable pupil or students, please see the Academy's anti-bullying policy.