



# Special Educational Needs Policy

Status: Awaiting approval	
Version 1.1	Date adopted by Governors: To be reviewed at the next Governor meeting – 3rd May 2018
Policy written by: Mrs J. Rivers (SENCO)	
Contact: j.rivers@thefarnboroughacademy.com	
Review Period: Annually	Next Review due: April 2019
Publish on:	Staff Intranet Yes
	Public facing webpage Yes
	Issue at Induction Yes

*NB Uncontrolled when printed*

## Definition of Special Educational Needs and Disabilities

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice (DfE. June 2014) as part of Children and Families Act 2014 says children and young people have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local authority; and

A child under compulsory school 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.

The definition also includes children and young people who have SEN and a disability under the Equality Act 2010. This is where there 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'

## Compliance

This policy complies with the statutory requirement laid out by the SEND code of practice 0 – 25, June 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013.
- SEND Code of Practice July 2014.

- Special Educational Needs Information Regulations Sept 2014.
- Statutory Guidance on Supporting Students with Medical Conditions April 2014.
- Trent Academy Group/The Farnborough Academy Policy on Safeguarding and Child Protection.
- Trent Academy Group/The Farnborough Academy Accessibility Plan

### **Special Educational Needs at The Farnborough Academy**

The Farnborough Academy is a highly inclusive school where all pupils are given the chance to achieve their potential. This is our top priority. Our values emphasise that children have a learning difference and not a disability. We aim to ensure that the provisions for SEND pupils are consistently outstanding. We value the abilities and talents of all our pupils and are committed to supporting every child as an individual.

In order to do this, SEND resources are distributed efficiently and fairly. This enables teaching staff to have access to additional Learning Support Assistants (LSAs) as well as high quality and individualised staff training.

It is important that a pupil's additional needs are identified. We have access to specialist assessors for specific learning difficulties and we follow up this support with regular communication to class teachers with regards to specific strategies that will benefit each individual pupil. We aim to ensure that all pupils have access to an achievable yet aspirational curriculum pathway that suits their specific needs and strengths. We guide and encourage our pupils to feel they have ownership over their choices and curriculum. It is for this reason that pupil voice is essential when considering personalised pathways and specific approaches to differentiation.

High quality communication between parents/carers, pupils and staff at The Farnborough Academy is central to ensuring that all decisions made are in the best interests of ensuring pupils success.

### **The Farnborough Academy SEND Objectives:**

- Identify when pupils may have special educational needs and offer guidance to teaching staff to inform individualised differentiation.
- Deploy SEND resources fairly and efficiently in order to make appropriate provision for pupils to access the curriculum fully.
- Ensure that there is clear, strong and regular communication links between parent/carers, pupils and staff.
- Work closely with outside agencies when appropriate.
- Monitor and track the progress of pupils with SEND to ensure that suitable interventions take place when needed.
- Monitor and track the attendance of pupils with SEND to ensure that suitable interventions take place when needed.
- Monitor and track the behaviour of pupils with SEND to ensure that suitable interventions take place when needed.

## **SEND provision**

The Farnborough Academy recognise a range of special needs including:

- Cognitive and Learning Difficulties
- General Learning Difficulties
- Specific Learning Difficulties
- Behaviour, Emotional and Social Difficulties
- Communication and Interaction Difficulties
- Speech and Language Difficulties
- Autistic Spectrum Disorder
- Sensory and Physical Difficulties
- Hearing Impairment
- Visual Impairment
- Physical and Medical Difficulties

The Farnborough Academy has a range of specialist SEND facilities in place, these include;

- Access to ICT and Technology to support pupils with Specific Learning Needs
- Appropriate curriculum options available to pupils at all key stages

## **School Roles and Responsibilities**

### ***Role of the Chief Executive Officer:***

The CEO has responsibility for ensuring that all policies, including SEND are applied consistently across The Farnborough Academy.

### ***Role of the Head Teacher:***

The Head Teacher of each school has responsibility for overseeing the day-to-day management of SEND. This involves working closely with the SENCO to understand the provision available for pupils with SEND, ensuring that the governing body are kept fully informed and supporting the faculty with resources and staff training.

### ***Role of SENCO:***

The SENCO has a responsibility to ensure strategic policy and practice in The Farnborough Academy reflects SEND issues in order to enable pupils to make progress. The SENCO also manages and leads the day to day running of the SEND faculty. A full list of roles and responsibilities can be found in Appendix A.

## **Arrangements for co-ordinating SEND provision**

The SENCO will hold details of all pupils with SEND including records, past IEPs pupil profiles for individual pupils with SEND and for those who are on school watch.

All staff can access useful documents on each school intranet such as:

- School SEND Policy
- A copy of the full SEND register, SEND school watch list and lists of pupils who receive Exams Access Arrangements
- Information on individual pupils' special educational needs and disabilities, including action plans set during parent/carers meetings, pupil voice comments and other pupil profiles

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- The SEND and school watch provision map

Staff can also access information on individual pupils, their special needs and requirements through SIMS.

## **Identifying Special Education Needs – A Graduated Response**

*Pupils are only identified with SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (SEND Code of Practice 2014)*

Each pupil is an individual; therefore there must be specific pathways for identification of needs. We do not aim to categorise pupils, instead we endeavour to understand the intricacies of each pupil and how their learning needs develop through their secondary education. However there is a basic structure (Assess, Plan, Do, and Review) that we will follow which is identified by the SEND Code of Practice June 2014. Details of our procedure can be found in Appendix B.

The support given to our pupils, parents/carers and staff is essential to our commitment to support pupils through a graduated response. This includes:

- CPD for teaching staff and support staff around differentiation
- Effective deployment of LSAs in the classroom and for 1:1 and small group intervention
- Use of ICT to support pupils (reader pens, laptops with appropriate technology and electronic dictionaries to support pupils with dyslexia)

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

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process that is usually requested by the school but can be requested by the parent/carer. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken at a progress review. Information about Education Health and Care Plans can be found in Appendix C.

## **Partnership with Parent/carers**

The Farnborough Academy recognises that a pupil's progress will be diminished if their parents/carers are not seen as partners in the educational process. It is recognised that parent/carers have unique knowledge and information to impart about their children. We encourage parent/carers to be fully involved in their child's education and we take their views into account. Parent/carers are invited to all reviews and we aim to offer needs specific workshops for parent/carers in order to further strengthen the support network for the pupils.

## **Supporting the Transition of Special Educational Needs pupils.**

Periods of transition for pupils with SEND can be very stressful and challenging for them. Therefore all schools in the Trent Academy Group ensure that each pupil has an individualised program of support, which aims to enable them to reach their academic potential and prepare for their future economic wellbeing and careers.

## **Exams Access Arrangements (EAA)**

If we suspect that a pupil has a need which is impacting on their ability to complete exams at the same speed as their peers or in line with predictions and expectations, we will refer to a specialist assessor in order to see if they qualify for EAA.

The SENCO has a responsibility to ensure that all Joint Council of Qualifications (JCQ) regulations are met in full. This means that those that are entitled to support in examinations must receive it in all assessments. It must be their 'normal way of working'. It is also the SENCO's responsibility to ensure that teaching staff are evidencing this need in regular assessments.

All documentation will be stored securely.

## **Special Educational Needs and Disabilities Register**

### ***Managing Pupils Needs on the SEND register.***

Teachers are regularly informed about pupils with special educational needs and how best to support them.

The level of provision offered to each pupil will depend on his or her needs at the time. We aim to deploy our resources and staffing fairly and efficiently.

Early Help Assessment Form is available if a pupil is a crisis point. The purpose of this form is to access external agencies in order to support a pupil in need. This process can be started and managed by an educational, medical or social professional. It is an inter-agency approach.

### ***Criteria for Exiting the SEND Register.***

- A parent/carer can request for a pupil to exit the SEND register.
- If a pupil's needs no-longer impact on their attainment and the pupil is achieving in line with expectation and predictions, the SENCO may suggest to parent/carers that the pupil should exit the SEND register. This is a decision made collaboratively.

## **Allocation of Resources and Specialist SEND Provision**

Each school in the Trent Academy Group aims to distribute resources fairly and efficiently. It is the SENCOs responsibility to oversee this.

### ***SEND In-House Training for staff.***

There is an on-going programme of staff training in special educational needs co-ordinated by the SENCO. Most subject areas have a link LSA who will attend meetings as appropriate and who can offer advice or pass on information regarding SEND issues. They can also pass on details of any SEND training that has been undertaken. All staff are given information and support in dealing with pupils with specific difficulties as and when they come into school.

The training needs of LSAs are identified through their appraisal targets or any other reviews the schools in the Trent Academy Group carries out.

### ***Ensuring Access to a balanced and broad curriculum.***

Each school in the Trent Academy Group supports SEND pupils to achieve their potential by generating a bespoke curriculum pathway according to the pupil's needs, aspirations and desires.

Each teacher continually reviews the progress of their pupils. This data, alongside other factors, helps determine the most appropriate curriculum for a pupil in order to fulfil their individual needs. Parent/carers, SENCO, teaching staff and pastoral staff will always be consulted if it is believed that a change in the curriculum will be the most appropriate method to support a pupil.

Every effort will be made to educate SEND pupils alongside their peers. If appropriate, this education will be supplemented with small group literacy skills support.

In order to ensure that pupils have access to a broad and balanced curriculum that meets the needs of pupils with SEND, the school utilises a number of strategies. These include:

- Literacy support at KS3 and KS4
- A range of subjects offered at KS4
- Supervised study
- NCFE qualifications
- Entry level GCSE qualifications
- Alternative provision through a bespoke curriculum or in the Learning Support Unit
- Residential trip

The Farnborough Academy will aim for pupils to work towards GCSE qualifications at some level. However, we generate bespoke pathways in order to suit individual needs. These are discussed in conjunction with the SENCO, Senior Leadership Team, parent/carers, pupils and teaching staff.

The school curriculum is reviewed regularly by the CEO, Headteacher and SLT collaboratively with the SENCO in order to support the taught curriculum and enable pupils to reach their full academic potential.

### ***Internal agency links to support pupils with SEND***

The Farnborough Academy works together to support pupils with SEND. The range of support available is:

- Head of Year
- Inclusion team
- School nurse
- School councillor
- Attendance officer
- Welfare officer
- Learning Support Unit (LSU)
- Alternative provision (based in the LSU)
- Residential trips
- Extra-curricular activities

The Farnborough Academy also works with Parents/carers to provide support at home. These include:

- Home visits
- Drop in sessions
- Regular review meetings
- Regular parents evenings (some specific to pupils with SEND)
- Parent workshops

### ***External agency links to support pupils with SEND***

The Farnborough Academy works in partnership with a range of specialist support services:

- The Safeguarding officer and the School Counsellor provide emotional support to named pupils
- Inclusion Support Service specialist teachers offer support and advice to each school, assess needs of referred pupils and provides appropriate training
- Visual/Hearing/Physical Needs Support Services offer support and advice to pupils with physical disabilities, hearing or visual impairment and to the staff who teach them
- The Educational Psychologist offers support and advice to the school and parent/carers on how to make progress with specific pupils. They oversee the statement/Education, Health and Care Plans (EHCP) process
- Parent/carer Partnership Group works with parent/carers offering advice and support especially about the issuing of statements/EHC Plans
- Impartial careers advice is available for transition planning
- Attendance officer can be referred to if there are concerns about attendance
- Social Care referrals
- Child and Adolescent Mental Health Services (CAMHS) offers supports for referred pupils who have emotional health difficulties

### ***Links with Other Mainstream Schools.***

Links between mainstream schools are maintained in a number of ways, these include:

- Attending year 6 (or earlier) pupils' annual reviews if invited
- Visiting primary schools to gather information about the incoming year 7
- Working across all academies in the Trent Academy Group
- SENCO network meetings

### **Monitoring and Evaluation of SEND**

The quality assurance structure in place for the schools in the Trent Academy Group involves:

- SLT and SENCO visits to faculties in order to assess the quality of support in specific subject areas
- SLT and SENCO observations of classroom support
- SENCO observations of small group support

- Use of Parent/carer voice, pupil voice as well as canvassing views of teaching staff in order to establish the quality of communication and support offered.
- SEND pupil monitoring. This will be in the form of data analysis from Head of Faculty, Heads of Year, attendance statistics and Senior Leadership Team overview of SEND progress. This information will directly inform the deployment of department resources.
- The outcomes of monitoring and evaluation of the SEND department will be used to inform the Faculty Improvement Plan and appraisal targets.

### **Storing and Managing information**

All SEND documents are stored confidentially and securely in the SEND office. All other documents are stored in the Learning Support Unit. Documents of pupils who have left each school or who have been removed from the SEND register are stored securely in the Archive Room for DOB+25 years. All confidential files are stored either at The Farnborough Academy or the Country Archive for DOB+70years.

### **Support given to ensure pupils with SEND engage with other pupils**

Each school in the Trent Academy Group is committed to the principle of inclusion for all pupils, including those with special educational needs. All pupils have the opportunity to join any school activity including extra - curricular activities as well as have support from TAs during unstructured times in the school day such as break and lunchtime. This could be through lunch and break clubs.

### **Accessibility and Admissions Arrangements**

See the Trent Academy Group and The Farnborough Academy Accessibility Plan. This is based on the disability Code of Practice (2002). This ensures all new builds take into account the need for disability access.

See the Trent Academy Group Admissions Policy. The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with EHC plan and those without.

### **Complaints procedures**

Complaints about SEN provision within the school will be investigated initially by the SENCO who will report back to the complainant. If the complaint is not resolved, it will be considered by the direct line manager of the SENCO. Should the case remain unresolved it will be transferred to the normal school complaints procedure.

A complaint made will be addressed within 5 working days.

### **Evaluating Success of the SEND Policy**

The SENCO will be responsible for coordinating an annual review of the success of the policy. This will consider to what extent the policy objectives have been met; feedback may be sought from staff, pupils, parent/carers/carers and external support agencies used by the school.

Practice will be deemed successful if:

- We see pupils gaining confidence, self-esteem and making progress.
- We hear from parent/carers that their children enjoy coming to school.
- Parent/carers are happy with our methods.

- All staff feel that they are able to follow procedures and can see their methods bringing success to the pupils.
- We help every pupil to reach their full potential.

### **Useful Websites and Resources**

SEND code of practice 2014.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Guide for Parent/carers and Carers 2014.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Nottingham City SEND Local Offer

<http://fis.nottinghamcity.gov.uk>

National Parent Partnership Network

[www.iassnetwork.org.uk](http://www.iassnetwork.org.uk)

Futures (Careers advice and information)

[www.futuresadvice.co.uk](http://www.futuresadvice.co.uk)

British Dyslexia Association (BDA)

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Autism support

[www.autismeastmidlands.org.uk](http://www.autismeastmidlands.org.uk)

National Autistic Society (NAS)

[www.autism.org.uk](http://www.autism.org.uk)

Royal National Institute of Blind People (RNIB)

[www.rnib.org.uk](http://www.rnib.org.uk)

National Deaf Children's Society

[www.ndcs.org.uk](http://www.ndcs.org.uk)

Child and Adolescent Mental Health Services (CAMHS)

[www.youngminds.org.uk/for\\_parents/services\\_children.../camhs](http://www.youngminds.org.uk/for_parents/services_children.../camhs)

Inclusive Education Services (IES)

<http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19499>

## **Appendix A: Roles and Responsibilities**

- Whole School Coordination of Quality First Teaching (QFT) for pupils with SEND and the quality assurance of the SEND provision.
- Effective deployment of Learning Support Assistants (LSAs) in class and during 1:1 and small group intervention.
- Strategic Planning – overseeing and coordinating SEND resources and provision including intervention and policies. (SEND or others in relation to SEND).
- Managing Funding – ensuring monies are available and allocated to maximise provisions for pupils with SEND.
- Monitoring and Evaluation – monitor the schools SEND policy and practice.
- Ensuring that all pupils with SEND are given the opportunity to maximise their progress and coordinating the interventions required.
- Tracking and monitoring the attendance of pupils with SEND and coordinating the interventions required.
- Tracking and monitoring the behaviour of pupils with SEND and coordinating the interventions required.
- Ensuring effective communication between staff, pupils and parents/carers.
- Ensuring an effective transition for pupils and staff between key stages including communication with feeder primary schools and education providers after The Farnborough Academy.
- Attending review meetings and completing appropriate paperwork for additional funding and/or EHCP applications.
- Managing and Training Staff – to ensure training is available to support a better and clearer understanding of pupils with SEND.

## **Appendix B: A Graduated Response**

When a need is identified, it is always the responsibility of the class teacher (with support from the SEND faculty) to offer high quality teaching and individualised differentiation to meet the needs of that pupil. The Farnborough Academy regularly reviews the quality of teaching. Pupils that are at risk of underachieving are tracked closely both by subject faculties and the SENCO. If this intervention does not have a big enough impact, the SENCO will follow a Graduated Response.

a) **Assess**

The SENCO will work closely with the parents/carers, pupils, pastoral and teaching staff to gather information about any learning needs for the pupil in question. If appropriate, support will be put in place to support the learning of the pupil and reviewed regularly. If there is no improvement, the SENCO may choose to access specialist assessors or other professionals outside of our setting.

b) **Plan**

If it is decided to offer SEND support to a pupil, their parents/carers will be notified. When planning for appropriate support, it is important that all relevant parties (pupil, parents/carers, SENCO and outside agencies) agree on the desired outcomes for the support. A pupil's view on their support will always be taken into account. At this stage, the SENCO and Assistant SENCO may introduce a pupil profile if one is not already in place.

c) **Do**

A subject teacher is always responsible for the education and progress of a pupil with SEND on a day-to-day basis. This will be supported with the expertise of the Learning Support Department.

d) **Review**

Reviews will always take place in line with a date agreed at the planning stage of the process. The SENCO will evaluate the quality of the provision and its impact on a pupil's development. This may involve reviewing a pupil profile which would directly involve the pupils, parents/carers and teachers/learning support assistants

## **Appendix C: Education Health and Care Plans**

The application for the Education, Health and Care Plans will combine information from a variety of sources including

- α) Parent/carers
- β) Teachers
- χ) SENCO
- δ) Social Care
- ε) Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC plan. Parent/carers have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

For further information about EHC Plans see

<http://www.nottinghamcity.gov.uk/education-and-schools/special-educational-needs-service/>

Following Statutory assessment, an EHC Plan may be provided by Nottingham City Council. The school and the child's parent/carers will be involved in developing the plan.

Parent/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once an EHC Plan has been completed and agreed, it will be reviewed annually by staff, parent/carers and the pupils. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put into place, for example, reducing or increasing levels of support.