



Special Educational Needs and Disability (SEND) Policy

Date of Review: Sept 2019

Reviewed by: Steve Beer

Next review: [September 2021](#)

Garforth Academy

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SEND Governor – Mrs Ruth Cockcroft

Policy Date – May 2020

Date of Review – May 2021

Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the designated Assistant Principal.

Suggested Audience

All teaching and support staff, parent/carers and students. As part of their Academy induction or professional development, all staff will participate in training which will enable them to use the knowledge, principles and procedures outlined in this policy.

Introduction

This Academy is a member of the Delta Academies Trust. The academy will use the resources and expertise of the Delta Academies Trust and work closely with other Delta academies to ensure that this policy is implemented using best practice. It is the aim of Garforth Academy that every student achieves the very highest level of Attainment which reflects their ability.

At Garforth Academy it is the aim to provide all students with the opportunity to fulfil their potential. Within the academy subjects are set by ability, however no individuals or whole groups are singled out and labelled “less able”. Implicit in this philosophy is the notion that all teachers are teachers of students with special educational needs. The philosophy demands that individual differences are recognised within classes and catered for appropriately. The match between teaching styles, curriculum materials, expected learning outcomes and student ability is crucial. This is the context in which the policy on special educational needs must be seen.

Objectives of the policy

The objectives of this policy are to:-

Ensure the identification of students with special educational needs within the framework of the SEN Code of Practice and the Local Educational Authority's overall policy.

Ensure the staff and the governing body are fully aware of students with special educational needs.

To enable quality, appropriate provision for students with special educational needs to be secured.

The Special Educational Needs Co-ordinator

The Academy's Special Educational Needs Co-ordinator responsible for the day to day operation of the policy is Mrs Christina Nesbitt.

The SENCO leads a team of 4 Higher Level Teaching Assistants (HLTA), 10 Teaching Assistants and a Support Manager. The SENCO also organises statutory assessments, annual reviews, testing for access arrangements in examinations and provision mapping.

The SENCO liaises closely with all staff regarding the internal day to day support of SEND students and also with the Cluster and Local Authority to maintain links with external agencies.

The SENCO is responsible for:

- The day to day operation of the school's SEND policy.
- Working in partnership with colleagues, pupils and outside agencies to set, monitor and review individual learner profiles.
- Overseeing the records of all pupils with SEND.
- Taking responsibility for the management of the Teaching Assistants.
- Liaising with and advising colleagues on matters pertaining to SEND.
- Coordinating provision for pupils with Special Educational Needs.
- Overseeing the Personalised Profiles of learners with an EHCP; organising and leading Annual Review meetings and writing Annual Review documents.
- Liaising with parents/carers of children with SEND.
- Managing work with external agencies including the Educational Psychology Service.

- Providing professional guidance and delivering SEND related CPD to secure Inclusive Quality First Teaching.
- Ensuring pupils are set targets for improvement and that Wave 2 and 3 Interventions are implemented/developed to meet these.

Admission arrangements

The school is an inclusive academy. Students with special educational needs and disabilities are admitted to the academy in accordance with the normal arrangements, which apply to all students. All students who have a statement of special educational needs/EHCP naming the academy shall be admitted to the academy.

Definition of Special Needs and Disability

A child or young person has SEND 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 or a young person 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 or mainstream post- 16 institutions.

Accessibility and Facilities

Statutory Responsibilities

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for their individual Academy.

The Academy has a disabled toilet and ramps allowing access to all ground floor rooms. Accessibility is tailored to the needs of the individual and ground floor classrooms are allocated.

Teaching and learning and the wider curriculum of the Academy such as participation in after-school clubs, leisure and cultural activities or school visits are available to all students in the Academy.

Physical aids to access education are provided on a needs basis.

Parents and carers can contact key staff easily. There is an open door policy and staff are available to meet with parents / carers by appointment.

Resources for Special Educational Needs and Disabilities

Resources for students with special educational needs and disabilities will be allocated by departments according to their priorities identified in their improvement plan. It is recognised that most resources will be for all students and therefore accessible to students with special educational needs and disabilities. This may include for example, textbooks, which are differentiated to a suitable degree. Some resources, on the other hand may be allocated specifically for students with special educational needs. This could be special items of equipment or specific resources.

Criteria for the Identification and Assessment of Students with Special Educational Needs.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The following are not SEND but may impact on progress and attainment;

Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current disability equality legislation – these alone do not constitute SEND).

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEN/D. Concerns relating to behaviour will be described as a response to a possible underlying need.

The Academy will adhere to the requirements of the SEN Code of practice 2014.

Broad areas of need

The SEN Code of Practice suggests that it is helpful to see students’ needs and requirements as falling within a number of broad areas:

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. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- Children and young people 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.

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 children 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 children 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 Developmental Coordination Disorder.

Social, Emotional and Mental Health difficulties (SEMH)

- 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.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

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. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study

program than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.

- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Disabled children and young people

Many children and young people who have SEND 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 provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally-covered by the SEND definition.

Where a child or young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements will be considered as part of SEND planning and review.

Initial identification

The academy has procedures for liaising with its feeder primary schools. This forms the basis of the initial identification of students with SEND Students will fall into the following categories on entry to Garforth Academy from feeder schools:-

- They have an EHC plan or formal assessment procedure is in progress;
- They have special educational needs, which are monitored and reviewed according to the requirements of the SEN Code of Practice.
- They have no record of special educational needs.

Where practicable, the SENCo and / or Support Manager attends the Annual Review of Year 6 students with EHC plans to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

SEND Register

A register exists for each year group and is maintained by the SENCo. • Students on the register are categorised as SEND support (K) and SEND (E) for those with an EHC Plan in line with the new SEND Code of Practice.

The SEND Register is available on SIMS and the Academy network and is accessible to all Academy staff.

The SEND Register is a fluid document that is constantly updated and the numbers of students on the register and the information contained will be subject to change.

The SEND Register details a breakdown of the various SEND needs within the Academy and provides generic tendencies as well as suggested strategies to support pupil progress. Students with an EHCP will have an Individual student passport including details of areas of need and bespoke strategies for support. This will also include any likes, dislikes and anxieties.

SEND Referral

Members of staff consult with the SENCo if they notice students who may need specialist help during the school year. Staff can refer to the SENCo through the SEND Referral process and evidence for the concern must be produced, prior to any testing and / or additional intervention being undertaken.

The SENCo may then ask for additional diagnostic assessment to be undertaken by other professionals.

Referral Procedures

Early identification of students with Special Educational Needs is a crucial factor in overcoming barriers to learning. The SENCo will work closely with the Senior Leader with responsibility for student tracking to monitor student progress and identify any potential concerns.

The SENCo conducts a range of assessments to support identified students internally and with the support of relevant agencies. A teacher who considers it necessary for a student to be assessed for Special Educational Needs should refer the matter to the SENCo and provide the necessary evidence. The SENCo will refer a student to an external agency but will only do so after consulting with and obtaining the consent of parents.

Referrals by Parents or Carers

A student's parent/carer may express concern by contacting a key member of staff or the SENCo. Once information is gathered the process is the same as for staff referrals. In the first instance parents/carers should contact the students Head of Year or the SENCo.

Parents can request an assessment for an EHC plan and will liaise with the SENCo throughout the process.

Statutory Assessment

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the Academy and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCo is responsible for allocating students with EHC plans a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and the Support Manager and Teaching Assistants where appropriate are fully involved.

Criteria for exiting the SEND register

For many students Special Education Needs can be short term and with intervention at the appropriate point they may overcome their difficulties. Where specific planned provision has been successful and accelerated progress has been made, so that the student is working within national expectations, then they should be removed from the SEND register.

Access Arrangements

Access arrangements are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.

The main types of access arrangements available are as follow:

- Extra time, for candidates who work at a much slower speed than their peers.
- Rest breaks, for poor concentration or extreme stress.
- Use of a bilingual dictionary, for candidates whose first language is not English, Irish or Welsh, subject to the regulations.
- Readers, for readers with decoding or comprehension difficulties who cannot read by themselves.
- Reading aloud, for those who have reading difficulties and can concentrate better if they can hear themselves read.
- Scribes, for very poor or slow writers who have difficulties writing by themselves
- Word processors / laptops, for candidates who use a word processors / laptops in class.
- Transcripts of scripts which may be hard for the examiner to read.
- Prompters, for candidates who have concentration difficulties.
- Oral Language Modifiers, for candidates who have problems with comprehension.

Informing staff

Information about a student's special educational need is passed on to staff in the Academy in the following ways: -

- SEND register is regularly updated and distributed to all staff via the VLE.
- Face to face liaison between the SENCO and appropriate teachers.
- The attendance of appropriate teachers at formal review meetings.

- SEND issues being on the agendas of department/pastoral meetings.
- Learning Managers.
- Excellence Centre / PLC Staff.
- Support information available on the VLE – student passports
- Whole school CPD sessions.

Assessment and recording procedures

The needs of most students will be met by appropriate differentiation of the normal curriculum and will be monitored by subject teachers.

Those students, who require additional support will be noted according to the SEN Code of Practice at:

- EHC Plan
- SEN Support
- All students have individual targets set in each subject.
- The needs of students with EHC plans will be reviewed according to the statutory requirements.

Access to the curriculum

Students with special educational needs are fully integrated within the Academy. Each department will determine how the needs of the students will be met. Subjects are set by ability. The match between a student's ability and an appropriate curriculum is crucial. Departments are encouraged to exercise and develop their provision for students with special educational needs in order to ensure full access to the National Curriculum at the necessary level.

The SENCo, Support Manager and teaching assistants (TA's) will provide support to colleagues. The nature of this support is negotiable with the subject teacher and may be determined by the needs of the individual student and/or teaching group. The support may involve the TA using additional time to prepare differentiated teaching resources or seeking advice from the SENCo.

Monitoring and Evaluation

The successful operation of the SEND policy should ensure a whole academy awareness and response to SEND issues. The success of the policy should be observable in the following ways: -

- Evidence from classroom practice e.g. deployment of appropriate teaching styles, differentiation of tasks, and use of appropriate resources.
- The fulfilment of statutory duties e.g. management of EHC plans.

The answers to the following questions would also act as a measure of the success of the policy:

- Are students with special educational needs identified within the framework of the SEN Code of Practice and the LEA's overall policy?
- Are the staff and governing body aware of students with special educational needs?
- Does the academy secure appropriate provision for students with special educational needs?

The involvement of parents and complaints procedures

Parents should be involved at all stages whenever concerns about a student's progress are expressed.

However should a complaint occur the problem may be dealt with initially at the point of contact and the matter referred as soon as possible to the SEND Co-ordinator who will take up the issue and liaise with all those involved.

Links with outside agencies

The SEND co-ordinator will maintain links with the Local Authority Support Services, the Schools Psychology Service and other agencies e.g., CAMHS, Health Services, Connexions, School nurse. The pastoral team would be the normal point of contact with Educational Welfare and Head of Student Support with Social Services. Liaison within the Academy will ensure appropriate personnel are informed of matters that affect them.

Staffing and Partnership

In service training

The CPD co-ordinator will maintain an overview of training needs.

In service training needs for SEND will normally arise in the following ways:-

- A whole academy need is identified e.g. the teaching of students on the autistic spectrum.
- A department identifies a need.
- School staff will be provided with ongoing Special Educational Needs training.
- Training will be provided by the most appropriate person who may be the SENCO, another appropriate member of school staff or an external trainer.
- All training resources are available and accessible to all Academy staff. The new SEN Code of Practice places greater emphasis on inclusive Quality First Teaching and Wave 1 and 2 support being delivered by teachers.

Policy Statement

The Academy will comply with the Special Educational Needs and Disability Code of Practice 2014.

Special needs provision is made for students with learning difficulties resulting from a range of needs, including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory and/or Physical needs. Provision will vary according to the severity of need.

- The SENCo will liaise with Pastoral staff and the Cluster team to ensure that all needs of SEND students are met including having friends and supportive relationships, and participating in, and contributing to, the local community.
- Every student at Garforth Academy, including those with Special Educational Needs, has an entitlement to fulfil his or her potential.
- The Academy recognises its duty of care to all students, including those with Special Educational Needs.
- The Academy will promote and encourage students to become independent in all aspects of life
- The Academy will ensure that every student follows a curriculum that is suited to their ability and any particular needs they may have to enable them to enjoy and achieve.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND.
- The progress of all SEND students is tracked by leaders and teaching staff as part of the academy assessment cycle to ensure early intervention can be put in place.
- Special Educational Needs provision for any student will be compatible with the efficient education of the other students at the academy and the efficient use of the Academy's existing resources.
- The Academy will strive to ensure the full inclusion of students with Special Educational Needs in all aspects of school life, including the curriculum, extra-curricular activities and school trips.
- Students with SEND will have a personalised profile in place alongside their EHC Plan; this should provide an overview of the subject assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also, where relevant, have input from parents/carers and other agencies when applicable.
- The highest standards of behaviour are expected and all students are encouraged to develop independence with regard to their behaviour. The Garforth Academy behaviour and conduct system applies to all students including those with SEND. Extra support will be given to those identified with a behaviour issue outside of the learning environment.
- The Academy will work in partnership with parents to ensure every student with special educational needs is well supported. At all stages of the special needs process, the Academy will keep parents fully informed and involved and parents are encouraged to make a full and active contribution to their child's education.
- When working with parents of students with Special Educational Needs, the Academy will give support, advice and reinforcement as well as share information and agree targets in order to enable progress.
- Where appropriate, the Academy will engage with external agencies to ensure the delivery of effective special educational needs provision.
- The Academy provides training to all staff on Special Educational Needs, both in relation to individual students and particular types of needs. This training includes induction for new members of staff as well as on-going Continuing Professional Development (CPD).
- In addressing any student's Special Educational Needs, the Academy will comply with the Equality Act (2010) and the Special Educational Needs and Disability Act (2001).

- Where appropriate, the Academy will make reasonable adjustments for a student with Special Educational Needs.
- When supporting students with Special Educational Needs, the Academy will seek to ensure value for money and the most effective and efficient deployment of resources.
- From Year 9 onwards, particularly for those with Education, Health and Care plans, the SENCo will liaise with key staff to ensure appropriate planning is in place to support a young person's transition to adult life.