

Special Educational Needs and Disability (SEND) – policy

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure our school fully implements national legislation and guidance regarding students with SEND
- Ensure suitable provision for students with special educational needs and disabilities is made
- Ensure students with SEND have access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
- Ensure students with SEND fulfil their aspirations and achieve their best
- Ensure students with SEND become confident individuals living fulfilling lives
- Ensure students with SEND make a successful transition into adulthood
- Ensure positive communication with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure the SEND policy is understood and implemented consistently by all staff

1. Visions and Values

At Cheslyn Hay Academy we have high expectations for all students and provide all students with access to a broad and balanced curriculum. We are committed to making sure all our students have the chance to thrive and support them to meet their full academic and personal potential.

2. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (DfE and Department for Health, January 2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND - The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- Data Protection Act 2018 and General Data Protection Regulation (GDPR)

3. Inclusion and equal opportunities

At Cheslyn Hay Academy we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their academic and personal aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

4. Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. A student has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 broad areas of need

- The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time. AREA OF NEED

Communication and interaction Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.

Cognition and learning Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health

These needs may reflect a wide range of underlying difficulties or disorders.

Students may have:

Mental health difficulties such as anxiety, depression or an eating disorder

Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Suffered adverse childhood experiences

- These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.

Sensory and/or physical

Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:

- A sensory impairment such as vision impairment, hearing impairment or multisensory impairment

- A physical impairment

- These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and Responsibilities

5.1 Local Advisory Board

The Local advisory Board has important statutory duties towards students with special educational needs.

- The local advisory board members, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND students.
- Through the school's self-review procedures local advisory board members monitor the effectiveness of the school's SEND policy and provision
- Whilst all local advisory board members are expected to have a working knowledge of the school's SEND provision, a named governor will be designated to have a more detailed knowledge in order to fulfil a more specific SEND role
- Through the Headteacher the local advisory board will make available annually via the school prospectus a report to parents on the school's SEND policy.

5.2 The Headteacher

The Headteacher has responsibility for:

- Setting objectives and priorities in the School Development Plan
- Day to day management of all aspects of the school's work including provision for students with SEND
- Ensuring the governors are informed of relevant issues relating to SEND provision
- Working closely with the SENCO

5.3 Special Educational Needs Co-ordinator (SENCO)

The SENCO is Mr Mark Bourne and may be contacted on the school number 01922 416024 or by email, mbourne@cheslynhay.windsoracademytrust.org.uk

The SENCO is responsible:

- To the Headteacher and line manager for the management of SEND provision and the day-to-day operation of the Special Needs Policy
- For monitoring departmental delivery of the Special Educational Needs Policy
- For disseminating information and raising awareness of special educational needs issues throughout the school
- For the efficient use of resources in making the appropriate provision for students with special needs
- For managing and developing the roles of Teaching Assistants and the SEND Administration Assistant
- For recruiting and deploying the School's Learning Support Department which includes Teaching Assistants, Cover Supervisors and Agency Staff working within the department
- For screening and identifying students with special educational needs including those entitled to Access Arrangements for external courses and examinations
- For overseeing the production, review and monitoring of Individual Education and Health Care Plans (EHCPs) and Students learning profiles (SLPs) for students on School Support.
- For keeping accurate records of all students with special educational needs
- Liaising with and advising fellow teachers and support staff
- Liaising with the schools inclusion / multi-agency team
- Liaising with parents of SEND students
- contributing to in-service training
- Liaising with external agencies
- Liaising with other schools

5.4 Heads of Department/Faculty Directors

Heads of Department / Faculty Directors have responsibility for:

- Interpreting the school's Special Needs Policy as departmental practice.
- Ensuring appropriate curriculum provision is clearly stated in the department's learning schemes e.g. deployment and use of Teaching Assistants, Dyslexia Friendly initiatives etc.
- Grouping students appropriately within their subject area
- Ensuring subject staff provide the necessary teaching that caters for the full range of ability making appropriate use of differentiated activities and resources
- Ensuring appropriate teaching resources for students with special educational needs are purchased from departmental capitation
- Ensuring that their department is represented at meetings concerning special needs updates
- Ensuring subject staff are aware of the departmental responsibilities towards special educational needs issues

5.5 Heads of House

Heads of House have responsibility for:

- The oversight of their year group including students with SEND whilst ensuring that there is close liaison with SENCO and the Learning Support Team
- Monitoring the progress of students and informing SENCO if students not already identified on the SEND register become a cause for concern in any of the areas identified as SEND

5.6 Teachers

Teachers are responsible for:

- Devising strategies and identifying appropriate methods of access to the curriculum.
- Using Teaching Assistants effectively by informing them about relevant learning schemes and lesson plans and clarifying their role in the classroom
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring EHCP targets and SLPs are delivered in their lessons
- Monitoring the progress of students with special educational needs
- Completion of relevant special educational needs proformas/documentation by required deadlines
- Ensuring that work is available to students who are absent owing to illness/injury or exclusion
- Being fully aware of the schools procedures for special educational needs
- Raising individual concerns to SENCO particularly for students who may need to be included on the register
- Planning and delivering individualised programmes as necessary
- Not treating current and prospective disabled students less favourably and to make reasonable adjustments as appropriate

5.7 SEND Officer

The SEND Administration Assistant works under the direction of the SENCO to:

- Manage the departmental diary and assist in the day to day running of the department
- Organise departmental administration e.g. collation of information for reviews, filing etc.
- Complete online requests for Access Arrangements
- Assist with liaison of all parties outlined for SENCO
- Assist with the organisation of visits by outside agencies
- Assist with Access arrangements

5.8 Teaching Assistants

Teaching Assistants support the teaching of learning of individuals and groups of students throughout the school, particularly by:

- Supporting students in achieving targets identified in EHCPs and SLPs in the classroom or in small group settings under the direction of a teacher
- In consultation with classroom teachers, differentiating provision for groups of students and the planning of individualised programmes where appropriate
- Monitoring and recording progress through assessing students' work as appropriate
- Assisting with the drawing up of EHCPs and SLPs for students they work with
- Contributing to the Annual Review process

5.9 Tutors

Tutors have responsibility for:

- The oversight of their tutor group including students with SEND whilst ensuring that there is close liaison with SENCO and the Learning Support Team
- Monitoring the progress of students and informing Head of House and SENCO if students not already identified on the SEND register become a cause for concern in any of the areas identified as SEND

6. Evaluation of the effectiveness of provision:

- All students, including those with SEN are assessed on a regular basis, in accordance with Cheslyn Hay's Academy's assessment policy.
- Teachers formally assess and review progress and attainment at least three times a year which is communicated to parents/carers through progress that are sent home. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.
- The SEND department holds a termly parent information event for the parents of students with SEND where additional information on their child can be communicated and shared.
- All students with an Education, Health & Care Plan have an Annual Review.
- The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND. Progress and attainment data for students is regularly analysed and the outcomes of these evaluations are used to create and implement improvement plans and interventions for all aspects of school life.
- Termly reports are given to the school's 'Local Advisory Board' and governors therefore have the opportunity to review and evaluate the school's SEND provision.

7. Teaching student with special educational needs

Our teachers have high expectations of all students, including those with SEND. Teaching staff will be informed about a student's individual needs and will have experience and/or are appropriately trained to adapt their lessons to meet these requirements. This may involve using different strategies and adaptation of resources and activities, with the aim that the student can access the lessons fully. Within school there are a variety of staff roles to help us fully support students. Where it is felt it is

the right thing to do a student may be offered additional help and support, in which case parents are informed. There are a range of interventions and additional subject support which are available. When a student is approaching the start of Key Stage 4, if appropriate, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

8. Adaptation of the curriculum and learning environment for students with special educational needs:

Most students follow the curriculum available to all students, however a very small number will have a more personalised curriculum to match their individual needs, interests and abilities. Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by staff. We have a range of different facilities to help SEND students throughout our school including two lifts, disabled toilets, ramps in some areas and where access to classrooms is not possible by wheelchair, the room timetable is modified to ensure that students can access the entire curriculum.

9. Expertise and training of staff in relation to young people with special educational needs:

We have a Learning Support department which is made up of the SENCo, SEND officer, and four teaching assistants. Within this team we have staff who have a range of experience and training, covering various SEND needs including the National Senco Award. Training is provided to all staff, including teachers and teaching assistants as the need arises, as well as opportunities to further develop skills. All staff receive regular SEND training/ teach meets by the SENCO. As a school we can also call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.

10. Involvement of other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students:

We have access to a range of services including Child and Adolescent Mental Health Service (CAMHS);

Social Care;

Educational Psychology Service;

Speech and Language Service;

Occupational Therapy Service;

Autism Inclusion Service;

Learning Support Service;

Physical Impairment and Medical inclusion Service;

Hearing Impairment Team;

Visual Impairment Team.

These services are contacted when necessary and appropriate, according to the young person's needs.

11. The contact details of support services for the parents of students with special educational needs:

The Staffordshire local offer pages provide information on a range of support services:

https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=F_SADJhrfPSY

Staffordshire SENDIASS (formerly Staffordshire Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care.

Helpline number: 01785 356921,

Address SENDIASS Staffordshire Family Partnership C/o Staffordshire County Council Staffordshire Place 2 Stafford ST16 2DH Web Address: <https://www.staffs-iass.org/home.aspx>

Child and Adolescent Mental Health Service (CAMHS): <http://www.sssft.nhs.uk/camhs-home>

12. Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13. This policy links to the following documents

SEN information report

The local offer

Accessibility plan

Behaviour policy

Supporting pupils with medical conditions policy

Attendance policy

Safeguarding / child protection policy

Complaints policy

Lead SLT member: MBO

Date of next review: 09.25

Reference: SEND Policy MBO 09.23

