



# The Learning Academy Trust

## POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

### Introduction

At The Learning Academy Trust we recognise the uniqueness of children and aim to provide a suitably broad and differentiated curriculum that meets the needs of everyone. **This policy accepts the definition of SEND as set out in the Revised Code of Practice 1:3 (page 15-16)**

At The Learning Academy Trust we support children with medical conditions to ensure they have access to a fully inclusive education as outlined in our policy 'Supporting children with Medical conditions'.

Children 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 educational authority.
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the education provision made generally for children of their age in schools maintained by Children, Schools & Families, other than special schools, in the area
- (b) for children under two, educational provision of any kind

Code of Practice, 2014 – p15-16

### 1. Aims and objectives

1.1 The Board of Directors and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs & disabilities and ensure that, where the Principal or the appropriate Director has been informed by Children Schools & Families that a pupil has special educational needs & disabilities, those needs will be made known to all who are likely to teach them.

1.2 The staff and Board of Directors of The Learning Academy Trust are aware of the importance of identifying and providing for those pupils who have special educational needs & disabilities.

1.3 The Learning Academy Trust is committed to involving parents/carers in supporting and identifying the needs of their child

1.4 Executive Principal, staff and Board of Directors will draw up and report annually to parents on the policy and effectiveness of the Academy's work for pupils with special educational needs & disabilities.

1.5 The staff will ensure that pupils with special educational needs & disabilities join in the activities of the Academy together with pupils who do not have special educational needs & disabilities, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the Academy and the efficient use of resources.

1.6 The SENCo will work with the Trust Academies and relevant Early Years settings to promote best practice for children with special educational needs & disabilities within the local community.

## **2. Responsible Persons**

2.1 The 'responsible person' for SEND is Sue Tym [Local Advisory Board Member with responsibility for SEND]

2.2 The person co-ordinating the day to day provision of education for pupils with special educational needs & disabilities is Joe Boylan [SENCo].

## **3. Admission and Inclusion**

3.1 All the teachers in Trenance Learning Academy Trust are teachers of children with Special Educational Needs & Disabilities. As such Trenance Learning Academy Trust adopts a 'whole school approach' to special educational needs & disabilities which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as essential to the policy, in line with that of Children, Schools & Families. The Academy operates an equal opportunities policy for children with special educational needs & disabilities and medical conditions who are afforded the same rights as other children. This includes those children with statements of special educational needs & disabilities and education, health care plans and all pupils with additional and different provision.

## **4. Specialist Provision**

4.1 The Academy is on ground level and is fully accessible. It has the following special facilities: accessible toilet, electronic changing table, sloped access to the upper playground and painted steps for the visually impaired.

## **5. Access to the curriculum**

5.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs & disabilities a graduated response will be adopted. The Academy will, in other than exceptional cases, make full use of classroom and Academy resources before drawing on external support.

5.2 The Academy will make provision for pupils with special educational needs & disabilities to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs & disabilities, the action taken and the outcomes.

Adopted: November 2014

5.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

5.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

5.5 Schemes of work for pupils, within classes and year groups, will reflect whole Academy approaches to teaching and learning and will take account of special educational needs & disabilities.

5.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

## **6. Providing the graduated response at SEND Support**

The Academy offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social emotional & mental health difficulties; has sensory or physical problems; or communication or interaction difficulties, the Academy will place the pupil at SEN Support and support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan (IEP) and Wave Provision Plan in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Behaviour modification programmes
- Use of specialist equipment/resources
- Alternative teaching strategies

The resources allocated to pupils (see 7) who have special educational needs & disabilities will be deployed to implement these individual education plans (IEPs) at SEN Support as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. (See also 8, 11 and 12)

If a pupil does not make progress despite the Academy taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the IEP and Wave Provision Plan will be amended accordingly.

## **7. Identification and Assessment- a graduated response**

7.1 If progress is still not achieved the child may be assessed, bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs & disabilities under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

From September 2014, Education Health Care Plans will be issued instead of a Statement of SEND.

7.2 Identification of special educational needs & disabilities will be undertaken by all staff through the SENCo and the appropriate records and Children Schools & Families forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENCo together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child's strengths and weaknesses, and further referrals may be made to appropriate external agencies.

7.3 The progress of children with special educational needs & disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews will be held termly. Additionally, the progress of children with a Statement of special educational needs & disabilities and Education Health Care Plans will be reviewed annually, as required by legislation.

7.4 Detailed records and Education Health Care Plans will be kept of the pupils receiving additional and different provision. These may include: phonic check-lists, regular assessments of outcomes in small group provision and the results of any standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

## 8. Resources

(a) Funding: The Academy is allocated an annual budget for SEND, these funds are devoted to the purchase of quality first teaching, learning support hours, and the purchasing of specialist resources. Funding from the DfE and Children, Schools & Families varies from year to year, the most recent figures are available from the Principal.

(b) The Academy directs funds as appropriate to the needs of all pupils and monitors outcomes to ensure best value.

(c) Funding from Children, Schools and Families is available to some pupils with Statements of SEND or Education Health Care Plans who have severe or complex SEND. The Academy fulfils its financial obligations from the delegated SEND budget to meet the needs of all pupils requiring additional and different provision. A record of need documenting numbers of pupils on SEND Support, with Statements and EHC Plans is maintained by the SENCo. This is updated on an ongoing basis.

## 9. Liaison

**Parents and carers will always be informed when an external agency becomes involved with their child.**

(See also 12)

9.1 The Academy employs its own Speech and Language Therapist who assesses and provides appropriate support for all pupils with speech, language and communication difficulties.

9.2 Regular liaison is maintained with the following external agencies for pupils at SEN Support as appropriate and pupils with Statements of SEND and EHC Plans such as: Communication Support Service, Educational Psychology Service, Occupational Therapy Service, Early Years Support, Vision Support Service, Hearing Support Service, School Nurse Team, ASD Team, Paediatric Services, CAMHS, Social Care and Behaviour Support Service.

9.3 The Trust works with the KTSA and other local schools through the local SEND cluster group. Particularly close liaison is maintained with regards to transitions from relevant Early Years settings and to Newquay Junior Academy.

## 10. Arrangements for the treatment of complaints

If a parent disagrees with the Academy's provision for a pupil with SEND the following procedure should be followed: the parent in the first instance will be encouraged to talk to their child's class teacher about their concerns. If their disagreement is not resolved at this point they will be referred to the SENCo and the Principal. If, after having talked, the parent and school are still in disagreement then the parent will be referred to seek advice from SENDiASS (formerly the Parent Partnership) and asked to access the Informal Disagreement Resolution Service provided through Children, Schools & Families, and refer to the Academy Complaints Policy.

## 11. Staff Development

In-service training needs related to special educational needs & disabilities will be identified by the SENCo in consultation with the Principal and staff and will be incorporated into the staff development plan supported by SEND Funds.

## 12. Working with Parents

12.1 The Academy will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs & disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

12.2 Parents/Carers will always be kept informed about the special educational needs & disabilities experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the Academy will be consistently maintained. Parents/Carers will be kept fully informed about SENDiASS.

12.3 As mentioned in '9' above, parents/carers will be fully consulted before the involvement of Children Schools & Families support agencies with their children, and will be invited to attend any formal review meetings at all stages.

## 13. Pupil Participation

The Academy will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Where appropriate the Academy will encourage pupils to be involved in decisions which are taken regarding their education.

## 14. Evaluating Success

This Academy policy will be kept under regular review. The Board of Directors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' IEPs, Wave Provision Plan, progress review and/or annual review. In addition, evidence will be gathered regarding:

Success of the identification process at an early stage

Academic progress of pupils with special educational needs & disabilities

Success of specific behaviour intervention strategies

Pupil attendance

Number of exclusions

Consultation with parents

Number of pupils moving between stages

Pupils' awareness of their targets and achievements

Monitoring the outcomes of specific intervention strategies

**Date adopted by Board of Directors: November 2014**