

BIDDICK ACADEMY

SPECIALISING IN SPORTS
AND PERFORMING ARTS

SEND Policy (2017-18)

SENCO:

Gavin Jackson

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Leadership Group Responsibility:	Sarah Dickson Gavin Jackson
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SEND Policy

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Introduction

Our Academy aim: ***“A safe place where we all promote and enjoy the highest individual achievement”***

The aim of this document is to establish clear procedures that help to create a positive climate for learning.

It is a primary aim that every member of our community feels valued and respected, and that each person is treated fairly within a climate of mutual trust and respect.

All staff believe that our Academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual student.

Definition of special educational needs in this policy:

‘Special educational needs’ refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (DfES, 2001) says students have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of students 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 students of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.’

Students 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.’

Definition of special educational provision in this policy:

‘For students aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in Academies, schools and settings maintained by the LA, other than special schools, in the area’

1.1 Aims

Our aim is to be the best we can be, with all our young people experiencing the highest quality of education. We are passionate and determined that within their education every student achieves, enjoys their learning, is happy and cared for, and develops as well rounded individuals.

We aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice in:

- Ensuring all students with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- Ensuring every student is protected from harm and neglect and every effort is made to enable them to learn and grow independently
- Ensuring all students can access a balanced curriculum differentiated where appropriate.

The objectives of the Academy’s SEND policy are

- Greater choice and control for young people over their support
- Less young people undergoing statutory assessment and more young people being identified within the Academy with appropriate personalised learning plans with specialist services support (internally and externally)
- Increase capacity and resilience within the Academy to manage young people with SEND
- Outcome focused plans with high aspirations for young people with SEND for statutory and non- statutory plans
- Continuous home school partnership between the Academy and parents / carers
- Successful preparation for adulthood including; employment and independent living

1.2 SEND at Biddick

The achievements and well-being of all our students is important to us, whatever their level of ability or the challenges they face.

Biddick Academy is committed to ensuring that all students receive a fully inclusive education. The Academy is a caring community built on the principles of trust, tolerance and responsibility, as well as the values of friendship, excellence and respect. Every child matters at Biddick Academy. Every student can achieve.

In the **UNITY CENTRE** We have a passion for inclusion. The Academy's 'Unity' mainstream ASD provision is very much at the centre of the 'Biddick' philosophy. Unity learners have enriched the Academy and are very much an example of our inclusive philosophy in action. The Unity Centre is based in refurbished and extended facilities in the heart of the Academy, made up of 10 individual teaching and learning areas. Specialist staff, subject specialists and support staff ensure that a number of students with individual needs develop and grow into confident, independent and successful individuals.

SPECIAL EDUCATIONAL NEEDS - Students who have special learning difficulties or other special needs are catered for in a variety of ways. We always emphasise personalised learning throughout the Academy to match student ability and circumstance. We are careful to ensure that those who receive personalised learning are not made to feel 'different'.

Responsibilities

The Head teacher is responsible for overseeing the provision for students with SEND and the Assistant Head teacher (Student Support and SENCo) is responsible for the day to day provision of education for students with SEND.

2.1 SENCo (Special Educational Needs Coordinator)

SENCO responsibilities include:

- overseeing the day-to-day operation of the Academy's SEN policy
- coordinating provision for students with special educational needs
- overseeing the day-day-operation of the Unity Centre (LA Resourced ASD Provision)
- liaising with, advising and providing professional development to other professionals e.g teachers
- managing student support assistants
- overseeing the records of all students with special educational needs
- liaising with parents of students with special educational needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- monitoring student's progress
- Reporting to the governing body on the progress and attainment of students with special educational needs.

2.2 Lead Practitioner SEN

Biddick Academy has a Lead Practitioner to support the SENCo in the provision of education for students with SEND.

2.3 Specialist Support

As part of the Student Support team there are a number of specialist services available to support students:

- Health and Well Being Professional
- Anxiety and School Refuser Professional

These specialists work under the direction of the Assistant Head Teacher (Student Support) and closely with the Pastoral Teams, in order to support the students and refer to external agencies where appropriate.

2.4 Assessment

The Academy's system for observing and assessing the progress of individual students will provide information about areas where a student is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

2.5 Admissions

Please see Biddick Academy Admission Policy for full details.

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with EHC plans and those without.

All SEND paperwork and relevant information will be gathered by the Academy's transition lead and Assistant SENCo from Primary feeder schools and any agencies working with the student as soon as possible.

If the student is making a transition from another school, a meeting may be set up between the feeding school and the Academy's SENCo/Assistant SENCo to aid the smooth transition of the student, and discuss arrangements to be made as well as any other important information relating to that student's needs.

Where face-to-face meetings are not possible, contact will be made via telephone and/or e-mail to ensure that there is a good understanding of what type of provision is required. The Academy will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the student's school year. The student will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

2.6 Responsibilities of the Board of Trustees under the Children and Families Act 2014

The Board of Trustees must:

- Identify a link governor for SEND.
- Ensure that, where the 'responsible person', the Head teacher or the appropriate director, has been informed by the LA that a student has a special educational needs, that those needs are made known to all who are likely to teach them.
- Ensure that all teachers are aware of the importance of identifying and providing for, those students who have SEND.
- Ensure that a student with SEND joins in the activities of the Academy with students who do not have SEND, so far as is reasonably practical and compatible with the student receiving the SEND provision their learning needs call for, the efficient education of the students with whom they are educated, and the efficient use of resources.
- Ensure that parents / carers are notified of a decision by the Academy that SEND Provision is being made for their child.
- Admit the young person for whom an EHC plan is maintained under liaison with the Local Authority

Identification and Assessment

Identification and assessment of students with Special Needs will follow the recommended procedure in the Code of Practice (2014).

3.1 Areas of SEND

- Cognition and Learning,
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical

For Years 7 to 11, students are identified through the Academy's assessment and tracking and reporting process.

The principles of the assessment advocated are that:

- Parents / Carers should be involved at every stage.
- The student's feelings and perceptions should be taken into consideration.
- The assessment should follow the Assess- Plan-Do-Review cycle to ensure that student's progress and provision is monitored and reviewed regularly.
- The focus should be on the students' whole needs and not upon his/her difficulty.
- The SENCO will liaise where necessary with full co-operation between the teachers within the Academy and/or other Specialist Services.

3.2 Changes in assessment and planning from September 2014

School Action and School Action Plus is now replaced by SEND Support. This will be a single based category for students who need extra specialist support. The Academy will set out interventions and expected outcomes for these students and review their progress.

Statements will be phased out from September 2014 and will be replaced by Education, Health and Care (EHC) assessments and plans. EHC Plans will extend from birth to 25, where necessary, replacing the Learning Difficulties Assessment (LDA's) for young people leaving school.

3.3 Education, Health and Care Plans (EHCP)

An EHC Plan is a plan specifying:

- The child's or young person's special educational needs.
- The outcomes sought for him/her.
- The Special educational provision required by him/her.
- Any health care provision reasonably required by the learning difficulties and disabilities resulting in him/her having special education needs.
- These plans will replace Statements of Special Educational Needs from September 2014.
- Existing statements will remain in force until all young people have completed the transition. Transfers from statements to EHC Plans should be completed within three years, so for students who already receive support, the old guidelines will be followed until September 2017.

3.4 Referral for Statutory Assessment / EHC Plans

Students who continue to have significant difficulties will be referred for Statutory Assessment for an Education and Health Care Plan (EHCP), which covers the needs of 0-25 year olds.

The application for an EHC plan will combine information from a variety of sources including:

- Academy Staff including teachers, SENCo, Pastoral / support staff
- Educational Psychologist
- Local Authority

Other professionals Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Provision

4.1 SEND provision

- Once a potential special educational need is identified, four types of action are taken to put effective support in place.
- These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.
- This is known as the graduated approach; it draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of young people.

Assess

- Before identifying a student as needing SEND support, the Head of Year, working with the SENCo, will establish a clear analysis of the student's needs.
- This analysis uses teacher's assessment and experience of the student, as well as information from the Academy's core approach to student progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers, the views and experience of parents, the student's own views and, if relevant, advice from external support services.
- The Academy will take seriously any concerns raised by a parent / carer. These will be recorded and compared to the Academy's own assessment and information on how a student is developing.
- The assessment will be regularly reviewed in order to help ensure that support is matched to need and a clear picture of the interventions put in place and their impact is constantly developed.
- For some types of SEND, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the student. These professionals should liaise with the Academy to help inform the assessments. Where these professionals are not already working with Academy staff the SENCo should contact them if the parents / carers agree.

Plan

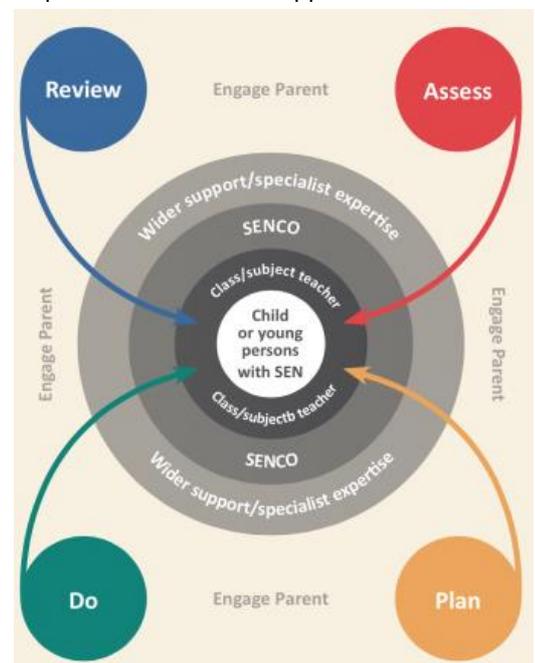
- Where it is decided to provide a student with SEND Support, the parents will be notified.
- The Head of Year and the SENCo will agree in consultation with the parent / carer and the student the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- All teachers and support staff who work with the student will be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system via Personal Learning Plans.

Do

- The subject teachers remain responsible for working with the student on a daily basis.
- Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will retain responsibility for the student, working closely with any support assistants or specialist staff involved, to plan and assess the impact of interventions.
- The SENCo / Assistant SENCo will support the subject teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review

- The effectiveness of the support and the impact on the student's progress will be reviewed in line with the agreed date on the personal learning plan.
- The impact of the support provided, along with the views of the student and their parents, should feed back into the analysis of the student's needs.
- The subject teacher, working with the SENCo or Assistant SENCo, should revise the support in light of the student's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and student.



4.2 Resourced Autism Provision (Unity Centre)

The Unity Centre at Biddick Academy is a 30 placed local authority resourced provision that aims to promote the development of students with Autism/Aspergers both as individuals and communicators, by providing a special educational service within the Academy.

The purpose of the Unity Centre is to:

- Support transition within the mainstream secondary school environment
- Support students with their work in mainstream lessons, optimising their access to the National Curriculum.
- To provide a broad and balanced education for every individual student.
- Address communication difficulties and help students to develop their understanding of social situations.
- Provide health, well being, happiness, enjoyment, and independence in a stimulating yet **safe, secure and caring environment**.
- Teach students language and vocabulary they need to understand and use for their school subjects
- Provide a calm environment where ASD students can learn away from the mainstream classrooms when needed
- Implement programmes of study addressing social skills and social communication, so that students can make the most of their integration into the social, pastoral and extra-curricular life of the Academy.
- Encourage and facilitate independence and the fullest possible participation in whole Academy life.
- Work closely with parents/carers and external agencies in developing strategies and meeting the needs of ASD students.
- Prepare our students for the challenges and opportunities of a complex and technologically advanced society through creative, innovative and motivating approaches to teaching and learning.
- Raise and maintain awareness of ASD and to disseminate information to all Biddick staff regarding:
 - ASD students' strengths and talents
 - The nature of their communication difficulties
 - Appropriate achievable targets
 - Strategies which support learning
 - Good practice in teaching of students with ASD

The Unity Centre provides special education for students who are formally assessed and have a Statement of Special Education Needs or an Education Health Care Plan or meet the criteria that relates to Autism/Aspergers.

The Local Authority has the responsibility of identifying students who meet the criteria across the city of Sunderland.

Communication

5.1 Partnership with Parents/carers and students

Partnership with parents / carers plays a key role in enabling 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 student's needs and the best ways of supporting them. All parents of young people with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have 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.

5.2 Transition

The Academy has a comprehensive transition programme both from KS2 to KS3 and KS4 TO FE. Alongside this the SENCo liaises with Primary feeder schools, attends year 5 and 6 reviews and gathers information about students prior to transfer in September. Individual transition arrangements / plans are put in place where necessary to facilitate orientation and ensure a smooth transition either into the mainstream or the specialist resourced AS provision.

5.3 Links with other agencies and voluntary organisations

The Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

The SENCo / Lead Practitioner (SEN) and Deputy Head teacher (Pastoral) are the designated persons responsible for liaising with the following:

- The Education Psychology Service
- Social Services
- Speech and Language Service
- Autism Outreach Team
- CAMHS
- Connexions
- Hearing Impairment Team
- School Health Representatives from agencies and voluntary organisations are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.
- In cases where a student is under observation or a cause for concern, focused meetings or a Strengthening family's referral or CAF will be arranged with parents / carers and appropriate agencies invited.

Local Authority Functions

All academies are under Statutory Requirements and Guidance in line with the Children and Families Act (March 2014). Sunderland Local Authority have complied, the 'Local Offer' to provide information and advice with regard to services provided by the LA.

<http://sunderland.fsd.org.uk/kb5/sunderland/fis/localoffer.page>

Complaints

The procedure for managing complaints is as specified in the Academy's complaints policy.

Initial concerns or enquires about a student with special educational needs or SEND provision should be dealt with by the the SENCo, Deputy Head teacher (Pastoral) or the Headteacher.

There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy.

Safeguarding & SEN

Biddick Academy recognises that, statistically, young people with behavioural difficulties and disabilities are the most vulnerable to abuse. Academy staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. Academy staff must give consideration to children who are subject to a statement of special needs, or have a medical condition as these can mask safeguarding issues and must not be dismissed.