

---

## Special Educational Needs Policy

**Created:** June 2018

**Principal Author:** Kaye Stevenson

**Approved:** June 2018

**Approved by:** Senior Leadership Team

**Date to be reviewed:** June 2020

---



### 1. Context

**1.1** All of our students at the Academy have an Education Health and Care Plan or equivalent that identifies their strengths, needs and provisions to meet their needs. Deafness is the main SEND or auditory processing needs that require an environment where Deaf learners are taught as individuals and are supported to develop into independent and successful learners with a positive Deaf identity – ensuring they have high levels of self-esteem and confidence in themselves. All students are challenged to achieve excellence in academic performance whatever their ability. Our principal aim is to develop the finest quality learning community that we can through a sign bilingual philosophy, developing students use of both BSL and English. This is a Deaf provision designed to meet the needs of D/deaf Learner. We recognise as research shows that:

‘Deaf students are not just hearing students that cannot hear. The learning profiles of deaf and hearing differ, sometimes in subtle ways and sometimes in not so subtle ways’,

Educating Deaf Learners: Creating a Global Evidence Base. Harry Knoors and Marc Marschark ... Published to Oxford Scholarship Online: November 2015.

**1.2** Our Academy will meet the strengths and needs through provisions aimed at our Deaf community the majority of the community require a visual language to think and learn.

The majority of students in the school and college at the Academy have additional needs over and above their deafness. These needs include sensory needs, including dual and Multi- sensory impairment such as CHARGE syndrome, neuro developmental disorders such as autistic spectrum condition, attention deficit hyperactivity disorder, Learning needs and disabilities or cognitive and learning difficulties. Speech and language disorders such as Auditory Processing Disorder and require a visual language and learning environment to make best progress. Some of our students have physical needs, such as Cerebral Palsy. A small number of our pupils are regarded as vulnerable learners as a result of their social and emotional and mental health impairments and or cognitive and learning difficulties. A significant minority of all Deaf and ‘Hearing impaired’ young people experience mental health problems that require provisions.

This document describes the way we meet the needs of our students who experience difficulty in accessing the full National Curriculum due to their Deafness and comorbid needs.

The head of SEND and Therapies is responsible for the coordination of additional SEND provisions and the SEND processes. The Co-principal for education is responsible for ensuring that the policy is

adopted across education the head of care is responsible for ensuring that the policy is adopted across residential care.

## **2.1 National Scene**

**2.2** The Children and Families Act 2014 and a new SEND Code of Practice came into effect in September 2014. These SEND Reforms are a significant set of ***cultural and systematic changes*** which are designed to improve outcomes of children and young people with SEND or Disability (SEND). These reforms are bringing about a culture shift in assessment and planning, with a growing emphasis on personalisation, multi-agency working and outcome-based approaches. Families and young people will be more involved and participate as fully as possible in this collaborative approach and work as ‘co-producers’ of services that will be shaped to meet their needs. Services across education, health and care are to be jointly commissioned and Education, Health and Care (EHC) plans replacing statements and Learning Difficulty Assessments (LDAs) with the option of a Personalised Budget for families and young people who want one. There is and will continue to be considerable change for all services and provision

**2.3** The new Code of Practice specifically outlines the following key areas as of significant importance in the move towards this cultural and systemic change:

- All children and young people are entitled to an education that enables them to make progress so that they ( SEND Code 6.1):
  - Achieve their best
  - Become confident individuals living fulfilling lives, and
  - Make a successful transition into adulthood, whether into employment further or higher education or training
- The first response to progress should be high quality teaching - teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff. ( SEND Code 6.19 and 6.3)
- Schools should not delay in putting in place extra teaching or other rigorous intervention designed to secure better progress ( SEND Code 6.19)
- The SEND support should take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what support the pupil requires to make good progress and secure good outcomes. (SEND Code 6.44)

## **2.4 Ofsted under Section 5 education act Inspection Framework June 2018**

### **3. Summary of the policy**

(see Appendix 1  
for further detail)

3.1 All students, including those with additional educational needs, are entitled to a relevant, challenging and worthwhile education, designed to enable them to participate fully in society. The two pieces of legislation that will have the greatest influence on support for disabled young people preparing for adulthood are Part 3 of the Children and Families Act 2014, which focuses on Special Educational Needs and Disability

implemented in September 2014, and Part 1 of the Care Act, which focuses on the care and support of adults with care and support needs implemented in April 2015.

- 3.2 Students with special educational needs (SEN) are entitled to the greatest possible access to the National Curriculum and a broad and balanced education. That reflects their needs.
- 3.3 All students, including those with SEND, are entitled to a full assessment of their needs, in accordance with the SEND Code of Practice and in the light of the Special Educational Needs and Disability Act (SENDA). All the students who attend the Academy have an Education, Health and Care Plan which is monitored implemented and reviewed in line with the guidance outlined above.
- 3.4 Provision for students with SEND will be matched to the nature of the student's special needs and their outcomes. We work in partnership with our students, Parents and carers, Local authorities and wider professionals to ensure that all potential barriers to full access and progression are reduced and reasonable adjustments are made in line with and beyond the legislative guidance.
- 3.5 Parental involvement is vital. We work in partnership with parents.
- 3.6 All Students have and Individual Educational Plan (IEP) or Individual Learning Plan (ILP) and an Individual Behaviour Plan (IBP) that reflects their individual needs. Currently this plan takes the form of the **Student support plan, SSP**. The SSP includes a clear profile of the student and their individual views, strengths and needs. **Currently we are reviewing** the SSP looking at reverting to individual plans for Education, Behaviour/risk and Care.
- 3.7 All students have a Student Support Plan and an individual risk assessment which outlines their specific risks, needs and strategies.
- 3.8 Individual provision mapping record the students' individual needs as reflected in their EHCPs.
- 3.9 We provide a trans- disciplinary and multidisciplinary approach which aims to give each student a blended package of provision around their individual needs. We recognise that students learn at different rates and that there are many factors impacting on achievement, including early access or lack of access to language, ability, emotional readiness, age and maturity. We believe that many students, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve to his or her full potential. Education, residential care and therapy work together to ensure quality first teaching and quality first care reduce the barriers to achievement of our learners.

#### **4. Names and roles of those involved in creating the policy**

Kaye Stevenson (Special Educational Needs and disabilities Co-ordinator –SENDCO, Head of Therapy) Trudy Chappell (Co Principle Education); James Heaver (Head of Care); Sylvan Dewing ( Co Principle Safeguarding) Mark Stocks Assistant Principal.

## **5. Responsibility**

5.1 The SENDCO is responsible for the planning and co- ordination of the annual reviews with the support of the Administration team.

5.2 The Co-Principal for Education and the Senior leadership Team for prioritising and funding SEND across the Academy in line with current student needs as outlined in their EHCP's, educational initiatives, the SIF and the budget meeting our legal obligations and providing the appropriate provisions to meet needs.

5.3 The SENDCO, with the support of the SLT, is responsible for overseeing liaison with all the different authorities and the different agencies and teaching staff and the Team around the Child / Young person.

5.4 Class teachers and key workers are responsible for quality first teaching and quality first care to provide SEND support through differentiated planning, delivery and teaching methods.

5.5 Student Support workers and CSW's are responsible for additional support in line with the student's Education Health and Care plans, individual education plan, behaviour support plan in the educational context.

5.6 The SENDCO local authorities, Senior leadership team, Support staff, Tutors and keyworkers, Tutors and keyworkers, Lead subject teacher / middle leaders, class teachers, in house therapies, care team, outside agencies and liaise and share developments in order to ensure a skilled staff team, inform reviews and forward planning and ensure that the strengths, needs, provisions and outcomes reflect the learner and are amended to capture any changes in SEND. EHCP are moderated, assessed and met.

## **6. Cross-reference to related policies**

Reference to all education policies

Admission Policy

Equality and diversity policy

Health and Safety

Accessibility policy

Pupil Premium policy

## **7. Resources needed to implement the policy**

7.1 A proportion of our budget is allocated for resources including staffing, facilities, provisions which and identified materials including equipment and resources for use by and to support children who need additional and or different activities.

7.2 The provision of additional support is made as appropriate from the delegated Therapy / SEND budget. The Senior Management Team are responsible for providing the budget level in line with the student's needs. The SENDCO is responsible for the allocation of the SEND / therapy budget (This crosses other budgets and should be provided for including staff in education, Facilities etc.)

7.3 Additional and or external funding will be obtained if a particular child requires

specialist resources. Including Equipment, Wave three input and other additional expenditures to meet need. This is within our legal obligations and will be negotiated with the funding authority or factored into the fee. The local authority are responsible for ensuring the funding matches the needs of the student including adaptations and equipment as required.

7.4 The school aims to ensure that all students have access to Deaf adults as role models and to help the students access the National Curriculum through their first language British Sign Language (BSL). Some students also need access to Sign Supported English (SSE), Signed English (SE), cued speech, voice over, assistive communication both 2D and 3D etc. The systems in place will match the learners' language and communication profiles. Aim being to match their communication and interaction need to make best progress in education. The curriculum reflects our learners' communication needs by having additional weighting for British Sign language.

7.5 Other resources are allocated to students on the basis of their needs as defined during their annual reviews and in their Education Health and Care Plans.

7.6 Pupil Premium funding will be put in place to close the gap for our disadvantaged learners and raise their attainment level. The allocation of the additional funding will be in line with the individuals' attainment profiles.

## **8. Intended outcomes of policy**

8.1 The Governing Body receives regular reports from the Co principles of Education and Safeguarding. The sub-committee structure enables them to consider the policies and practices of the school. The SENDCO will meet with the Co- Principle of Education who will meet with the SEND Governor to discuss any issues.

8.2 The Academy uses its own complaints procedure which outlines the sequence of events should parents have any complaints. Parents are always encouraged to talk to staff and make any complaints on an informal basis in the first instance.

---

## **Appendix 1**

### **Aims and Objectives of this Policy**

In striving to meet the needs of pupils with additional SEND we aim; □  
To provide curriculum access for all.

- 
- To secure optimum levels of achievement for all to make best progress towards their goals and aspirations for the future.
- To meet individual needs through a wide range of provision, carefully matched to individual need and learning styles.  
To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes and meeting their EHCP outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authorities and other outside agencies as appropriate, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's social, moral, spiritual and cultural development and to help them to form and maintain worthwhile relationships based on respect for themselves and others. Embedding SE and PSHE appropriate to our learners profiles of need.
- To be clear about provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional, different provision we make for those with additional SEN. (SEN Code of Practice 2014)

We achieve this through a staged approach to support:

### **STAGE 1 Well-differentiated, quality first teaching and learning and Quality first Care.**

- All learners will have access to high quality teaching, with interventions agreed in liaison between the class teacher and the SENDCo.
- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision
- Highlight use of resources
- Cost provision effectively, fees and budgets
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment as appropriate • Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **Identification and Assessment**

Children's needs should be identified and met as early as possible through: □  
Analysis of the pre entry documentation and EHCP's of the students.

- Classroom-based assessment and monitoring arrangements. (Cycle of plan, do and review. (Graduated Approach)

- Following up parental concerns and through the internal referral process to the therapeutic services team.
- Tracking individual children's progress over time, Closing the gap meetings and educational interventions to close the gap.
- liaison with feeder schools / local authorities/ Social Services / Medical services pre and on transfer to college.

- 

Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.

- Involving an external agency e.g. educational psychology, Deaf CAMHS, Specialist services.

### **Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having additional special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of their high quality first teaching
- BSL learning environment, bilingual support/access to materials in translation as appropriate to the learners' communication needs.
- Therapeutic interventions as appropriate and linked the EHCP's and referrals from staff, parents and or careers.
- Other small group or 1-1 withdrawal for educational interventions.
- Individual class support, CSW, SSW, ToD / individual withdrawal for pre and post teaching and other interventions.
- further differentiation of resources linked to the students assessed needs

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Classroom observation by the SENCO and senior leaders. Including Teacher and support workers teaching and learning Coaching programme implemented by the Co-Principal for Education and the SSW manager.
- Ongoing assessment of progress made by intervention groups □ Work sampling on a termly basis.
- Teacher interviews with the SENDCo.
- Informal feedback from all staff.
- Pupil interviews when setting new targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes) and closing the gap meetings.
- Monitoring of progress and impact of interventions on pupils' progress.
- Attendance records and liaison with EWO where appropriate.
- Regular meetings about pupils' progress between the SENCO and the Co- Principal responsible for Education.
- Co- Principals' report to parents and governors.

### **Stage 2 - Pupils with Additional SEN**

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

Provision maps will be in place for all pupils’ therapeutic needs and targets will be measured. Following consultation with SLT training was delivered to all staff regarding the transition from IEPs to provision mapping and educational and care targets in 2016 the SSP was developed.

The SENDCo developed an academy Assessment Framework to transfer all pupils at the Academy from Statements to EHCP’s in 2014.

### **Inclusion of pupils who are looked after in local authority care**

#### **The Academy recognises that:**

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical and for our learners communication, language, Culture and identity
- **The designated teacher**
  - will be monitoring the progress of children who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in school ensuring that children who are ‘looked after’ have access to the appropriate network of support.
  - The designated teacher will ensure that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - Ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals with the joint support of the Head of Care and his management team.
  - Preparing a report on the child’s educational progress to contribute towards the statutory review. Work in partnership with the safeguarding team and the appropriate Care key person (These are usually held at six monthly intervals or more frequently if there is a concern)
  - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the careers and a member of the Virtual School team.
    - Raising with the child’s social worker to ensure that there is effective communication at all times
    - Celebrating the child’s successes and acknowledge the progress they are making. **Provision**

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children’s learning. See teaching and learning policy.

### **Management of Inclusion within our school**

•

The Co Principals and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically as all our learners have additional needs and EHC plans. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### Co -Principal for Education

- is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Co-Principal and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the Co-Principal for Education will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - pupil progress meetings with individual teachers
  - regular meetings with the SENCO
  - discussions with pupils and parents

### Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Identifying all pupils have additional need and identify their needs (SIMS map)
- Co-coordinating provision for children with special educational needs including external provision.
- Liaising with and advising teachers and other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEND, in conjunction with class teachers/ tutors
- Contributing to the in-service training of staff
- Designing and running the annual review process
- Monitoring the school's system for ensuring that Individual Education Plans when they are introduced , where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).

- Meeting, as appropriate, with each teacher to review and revise learning objectives for all vulnerable learners in their class, (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress through the Annual review process and the parents meetings.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies and local authorities to support our learners,
  - supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school ( ED )
- Support learning across the curriculum as appropriate
- Be responsible for and to the Deaf+ learners' teachers and the provision.

### **Class teacher**

The class teacher will have responsibility for ensuring optimum achievement of all pupils.

Teachers are responsible for reading all the relevant documentation and liaising with the SENCO to identify:

- The SEND needs of their pupils and which pupils are vulnerable
- which pupils are underachieving and need to have their additional interventions monitored which pupils require additional support because of an additional special educational need
- securing good provision and good outcomes for all groups of vulnerable learners by :
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
  - Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Involvement of Pupils**

We recognise that all pupils have the right and responsibility to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning e.g. through annual review contributions.
  - Identify their own needs and learn about learning and work with teachers to set their own personal best targets and monitor their progress.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them understanding what progress looks like.
- Self-review their progress and set new targets.
- Input into their Student support plans and understand the targets they are working toward sand

Page what the next steps are to make best progress.

- Pupils will have progression meetings with the teachers and with parents to review their progress and jointly set goals.

### **Partnership with Parents/Carers**

The Academy aims to work in partnership with parents and carers by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education □ making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's aspirations, goals and strengths as well as areas of additional need • Providing parents and carers opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets as appropriate
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- Providing all information in an accessible way, including, where necessary, translated information for parents who are BSL users or have English as an Additional Language.

### **Additional Information**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our

Academy and will have worked in SEND before the qualification was implemented. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all our Deaf learners with SEND, in order to maximise their achievement as part of the school development plan and annual schedule of development