



## **ACADEMY TRUST**

Arden Academy (Arden) is an academy maintained by Arden Academy Trust

<b>Name of Policy</b>	<b>Special Education Needs and Disability– Inclusion and Access Policy</b>
<b>Lead</b>	Mark Hooper, Deputy Headteacher
<b>Level</b>	Local Governing Body
<b>Governor Committee</b>	BSII
<b>Governor Approved</b>	Autumn Term 2022
<b>Review Frequency</b>	2 years
<b>Version No.</b>	3
<b>Next Review</b>	Autumn Term 2024
<b>Reviewed</b>	14 <sup>th</sup> October 2014 BSII Meeting
	October 2016
	Minor changes made in September 2018
	23/11/18 – Reviewed by Tony Stonehewer
	September 2020 – minor updates

## 1.0 - Special Educational Needs and Disability (SEND) Policy

- This policy is in line with our Equality policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Headteacher, SENCo and Director of Learning Support will work together closely to ensure that this policy is working effectively.
- High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.
- Arden Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. The staff and governors of school will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

***All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

- Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

### Admissions

- Provision for children with SEND is a matter for the Academy as a whole.
- We welcome all children to our Academy and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the Academy and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with EHC plans are admitted into the Academy and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

- Due to the amount of interest expressed in the Academy from prospective parents with a child with a EHC Plan, it would be unrealistic to hold an informal meeting with every enquiry before the admission process has formally begun. We therefore would look to hold a meeting with parents if their child attends one of our feeder primary schools or have children that already attend the school.
- Pupils will only be refused admission to school where the school cannot meet the pupil's needs or by making reasonable adjustments. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability, nevertheless the school site does make it difficult for some pupils to attend and to be able to access all areas of the curriculum. We will use our best endeavours to provide effective educational provision.

### **Aims and Objectives**

- Arden Academy recognises and values the individuality of all pupils. It is committed to giving all students every opportunity to achieve the highest standards. This includes all pupils regardless of gender, ethnicity, sexual orientation, physical status and ability. To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing a high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being
- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. One such barrier is a special educational need and Disability (SEND).
- We have regard to the definition of SEND stated in the SEND Code of Practice 2015. Children have SEND if they have a learning difficulty, which calls for special educational provision to be made for him or her or has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents him or her from making use of the facilities of a kind generally provided for others of the same age in main stream schools or main stream post-16 institutions.
- Children 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.
- Within our inclusive framework, all teachers at Arden have a responsibility to deliver quality first teaching for all.

## Aims

- We endeavour to monitor all pupils who are not making adequate progress in four broad areas:
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health difficulties
  - sensory and/or physical development

We will work closely with all parents to listen to their views and engage them in decision making in order to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. Parent/carer involvement and support is vital to the success of the education of all children.

We aim to monitor progress of all pupils as an ongoing process, which enables early identification of any children who may require additional or different provision to be made. We believe that **all** practitioners are responsible and should differentiate the curriculum according to the needs of the children in their care.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our Equality policy and Student Behaviour and Anti Bullying policies

All pupils are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

The SEND Policy of Ardeb Academy reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met
- Enable pupils with special educational needs to have their needs met
- Take into account the views of the pupils with special educational needs
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions
- Implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care

- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the school and local learning community and make efficient and effective use of school resources
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs work within the guidance detailed by Solihull Council.

Equality of opportunity is ensured by meeting the differing needs of specific groups:

- Girls and boys
- Students with Special Educational Needs
- Students who are disaffected
- Children at risk of exclusion
- Gifted and talented
- Students for whom English is an additional language
- Students who require support because of physical disability
- Students from minority ethnic/ religious/ cultural groups
- Pupils from disadvantaged backgrounds (pupil premium/FSM)
- Pupils in care of the local authority
- Pupils of all sexualities and transgender pupils

We aim to ensure that students are:

- Encouraged to celebrate diversity
- Made to feel secure and safe
- Taught and encouraged to respect and value different groups from a range of social, religious and cultural backgrounds (e.g. via Tutorial Worship and PSHE)
- Encouraged to respond appropriately, and report any incidents of discrimination
- Encouraged to participate fully in all aspects of school life
- Made to feel valued and have their successes celebrated.

## **Identifying and supporting Special Educational Needs & Disabilities**

### **Definition of SEN**

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum.

Arden Academy regards pupils as having a Special Educational Need if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) are under compulsory age and they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils 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.

The school will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

## **Areas of Special Educational Need**

Under the SEND Code of Practice 2014, pupils identified as having a Special Educational Need (SEN) will be considered within one or more of the following categories of need:

### **Cognition and Learning;**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other Special Educational Needs.

Children with a Specific Learning Difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

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.

### **Cognition and Learning needs include:**

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD), and
- Profound and Multiple Learning Difficulties (PMLD)

### **Social, Emotional and Mental Health Difficulties**

Children 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 may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### **Communication and Interaction needs**

Children 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 because 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 with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, Language and Communication Needs (SLCN)
- Autism (including Asperger Syndrome)

### **Sensory and/or Physical needs**

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Pupils with a Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with a Multi-Sensory Impairment have a combination of vision and hearing difficulties. Some children with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual Impairment (VI)
- Hearing Impairment (HI – including Deaf and Hearing Impairment)
- Multi-Sensory Impairment (MSI - sometimes referred to as Deafblind)
- Physical Disability (PD).

### **Our Graduated Response to SEND**

#### **Early Concerns**

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a records are kept of strategies used. This can be then used in later discussions if concerns persist.



### **How we identify and support pupils with SEN**

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

- be similar to that of peers;
- match or better the pupils' previous rate of progress;
- close the attainment gap between the pupil and their peers;
- prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite support and high-quality teaching, the class teacher will work with the school's Director of Learning Support and Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a Special Educational Need many of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

### **Assess, Plan, Do and Review**

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support will 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 pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For pupils with low level Special Educational Needs, the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils.

Where necessary, other help may be sought and strategies put in place to suit the latest need. If there is sustained period of insufficient or no progress the school may decide to involve advice from specialist/external agencies, but the school would consult with parents/carers before doing this.

### **Exit Criteria**

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

### **Statutory Assessment of Needs**

#### **Education, Health and Care Plan (EHCP)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care Plan (EHCP) needs assessment. The evidence gathered through the regular review of the SEND plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Arden Academy will hold annual review meetings on the behalf of Solihull LA and complete the appropriate paperwork for this process.

## **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their SEND Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

## **Training and Resources**

### **Allocation of resources**

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Learning Support Assistant (LSA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required
- Continuing Professional Development (CPD) for Special Educational Needs
- The SENCO, Director of Learning Support and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN – a programme covering a variety of SEN needs.
- The progress of all pupils including those with SEND is a core aspect of the planning and monitoring process allowing staff to meet individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy).
- Level 1 AET training to staff

## **Structure**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENCo, all members of staff have important responsibilities. The governor with responsibility for SEND is Sarah Bloomer.

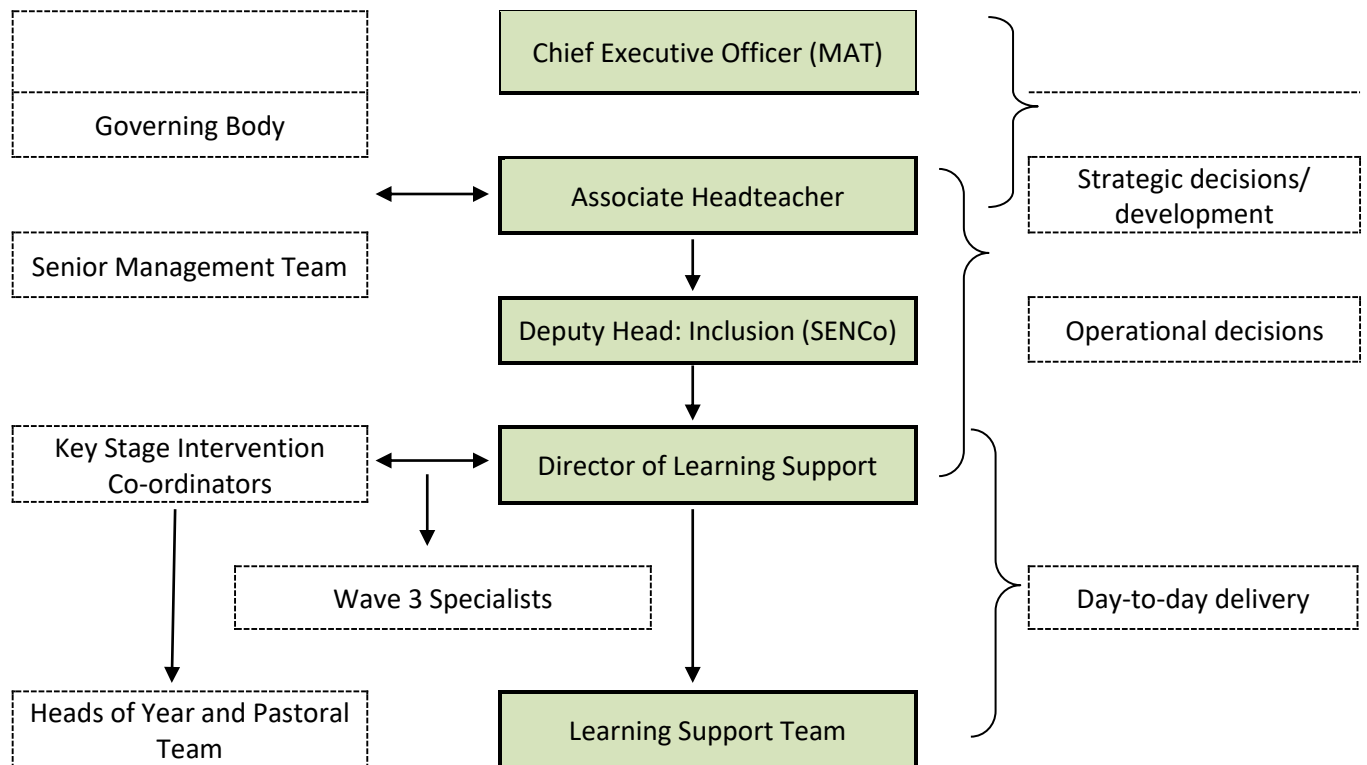
The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or SENCO and Director of Learning Support.
- Inform parents/carers when they are making special educational provision for a child
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

### Staffing Structure

From April 2012, the department was incorporated into the new pastoral team staffing structure.



**Co-ordination of SEND Provision** - The SENCO (Special Educational Needs Co-ordinator) for our school is Mark Hooper. The School's Director of Learning Support is Sophie Pratt.

The **SENCo** is responsible for:

- Liaison with Director of Learning Support to co-ordinate the provision for children with special educational needs
- Liaison with Director of Learning Support to agree service level agreements to support our provision
- Liaison with the Statementing Officer concerning the admission of Statemented pupils/pupils with an education health care plan (EHC)
- Liaising with Governing Body regarding SEND matters

- Monitoring Looked After Children
- Contributing to the in-service training of staff
- Liaison with the Director of Learning Support to monitor the quality of SEND provision
- Co-ordinating the links between SEND and Pastoral systems
- Liaison with Director of Learning Support concerning transition of SEND pupils

The **Director of Learning Support** is responsible for:

- The day to day operation of the School's SEND Policy
- Liaison with outside agencies
- Liaison with parents
- Liaison with subject and pastoral staff
- Attending a weekly Pastoral Management Team meeting
- Monitoring of SEND pupil progress
- Monitoring of EAL progress
- Identification and assessment of pupils with SEN
- Organisation of intervention strategies
- Management of support staff
- Overseeing information gathering and allocation of support during transition: KS2 to 3
- Overseeing information gathering and allocation of support during internal transition: KS3 to 4 and KS4 to post 16 provision
- Liaison with SENCO when considering service level agreements
- Review the cost effectiveness of SEND provision
- Advise on access arrangements for examinations
- Linking systems for pastoral and SEND departments
- Liaise with parents and direct their requests to appropriate professionals if necessary.

The **Lead LSA** is responsible for:

- Setting and modelling high professional standards
- Primary school transition
- Leading the LSA team, including monitoring and guiding LSA's in their professional development
- Liaising with Heads of Department with regard to LSA support
- Co-ordinating tracking and monitoring of pupil progress and contributing to departmental self-assessment
- Small group teaching and the organising of interventions
- Running mentoring groups
- Identify and test candidate's requirements for access arrangements and co-ordinating further testing
- Organise the provision for the appropriate additional support in exams and controlled assessments as prescribed through the access arrangements, including the deployment of LSAs to read, scribe and prompt students.
- Oversee the hours worked by casual staff and their submission to the main office
- Liaise with parents and direct their requests to the appropriate professionals if necessary.
- Co-ordinate the apprenticeships in partnership with Solihull College, including monitoring and guiding their professional development

**Support staff** - All teaching staff have a responsibility for the progress and well-being of all pupils in their classes. In addition, the school employs a team of Learning Support Assistants, administrative and support staff. There are a number of children with EHC plans in our school who receive individual and group support, which is provided by the Learning Support Assistants (LSA). All LSAs work with a range of students and monitor a group of pupils.

**All Teaching and Non-Teaching Staff:**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the Director of Learning Support to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- LSAs will liaise with the class teacher and Director of Learning support on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

**Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care plan (EHCP), this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

**Children in Hospital**

When children are in hospital or have long periods at home due to medical needs the school will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

### **Partnership with Parents**

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the student both in school and at home.
- Parents/carers are encouraged to use the Solihull Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LEAs and others. Parents are encouraged to contact the School in cases of difficulty or crisis

### **Pupil Participation**

- Children have a right to receive, and make known, information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- We will encourage pupils to participate, where possible, in all the decision-making processes, including assessment of needs, setting targets and contributing to their student learning plans, discussing their choices, and attending reviews.
- We will also encourage pupils to take responsibility for their learning by monitoring their own performance.

### **Transition Arrangements**

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils.
- The SENCO and the Director of Learning Support visit all primary feeder schools and attends reviews of EHC pupils who are part of a graduated response who have SEND support in Year 6 where appropriate.
- The Lead LSA will visit junior schools to observe children and consult with relevant staff.
- We also arrange extra visits for students and parents in the Summer term before transfer, where needed.
- We encourage liaison between schools and ensure records contribute to the future planning for the benefit of the pupils.

- We have contact with further education providers and will invite representatives to final reviews where appropriate. Representatives from Connexions are invited to all reviews for statemented pupils from Year 9 onwards and support is coordinated by our careers advisor, Sharon Butcher Johns, for all pupils requiring SEND support.
- The Lead LSA visits our primary feeder schools in order to facilitate transfer.

### **Resources**

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- We intend to develop our resources to support children with SEND that link with priorities stated in the Academy's development plan.
- We have a resource base of books/equipment/materials available for children with SEN.

### **Assessment**

- If further assessment is required we use the LEA Specialist Inclusion Support Service to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.
- Regular monitoring and review of identified pupils who are 'at risk of failing to meet their potential'
- The use of key assessments in all subject areas to track achievement and set targets for improvement
- Analysis of KS3 & GCSE data to identify the performance of specific groups eg. gender differences.
- Regular evaluation of support to measure its effectiveness.
- Monitoring and amendment of the curriculum to provide a range of courses and provision to suit the needs of all pupils
- Raising staff awareness of the needs of all pupils/specific groups via sharing good practice sessions and dissemination of information on individuals and specific groups
- Regular updating of information to staff on individuals

### **Review**

- The SEND and Inclusion Policy is subject to a regular cycle of monitoring evaluation and review.
- The SEND and Inclusion Policy should also be read alongside the Student Behaviour and Equality Policies as they are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These can be a source of invaluable information for teachers in the next further educational establishment.



### **Equalities Act, Special Needs and Access Arrangements**

- The Equalities Act 2010 extends to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.
- A specialist teacher and the Director of Learning Support will determine a candidate's special needs requirements. This will be based upon standardised testing scores and a history of need. If a history of need cannot be proven then access support may not be granted. This must be based on the principle of a 'need' rather than 'want'. As a centre, we do not accept recommendations made in occupational reports and private independent tests.
- The provision will be in line with the regulations given by the Joint Council for Qualifications (JCQ) 'Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational qualifications' document which is published annually, taking effect from 1<sup>st</sup> September to the 31<sup>st</sup> August of each academic year.
- Access arrangements allow pupils to show what they know and can do without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of the disabled candidate without affecting the integrity of the assessment.
- In this way awarding bodies comply with the duty of the Equality Act 2010 which requires an awarding body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in comparison to someone who is not disabled.
- The arrangement(s) should reflect what support is usually given to the candidate in the classroom and/or in internal school tests and mock examinations. This is commonly referred to as 'normal way of working'. However, there may be restrictions on the use of a particular access arrangement, since it must not compromise the skills being tested in the assessment. The regulations clearly state that access arrangements must not give candidates an unfair advantage. They are intended to give candidates a level playing field on which to demonstrate their skills, knowledge and understanding.
- If the centre fails to comply with the regulations contained in this JCQ document, it could constitute malpractice, which may affect the pupil's result(s) and the integrity of the centre's professionals, which would have implications for all students with access arrangements. Failure to comply is defined as putting in place access arrangements that are not approved, or permitting access arrangements within the centre, which are not supported by appropriate evidence.
- The Director of Learning Support will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The Director of Learning Support can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

- Making special arrangements for candidates to take exams is the responsibility of the exams officer, informed by advice from the Director of Learning Support. Completing access arrangement applications is the responsibility of the Director of Learning Support; submitting these to the awarding bodies is the responsibility of the exams officer. The exams officer in consultation with the Director of Learning Support will arrange rooming for candidates with specific access arrangements. Allocation of staff to support access arrangements for candidates will be organised by the Director of Learning Support, Lead LSA and with the exams officer.
- Parents will be informed by letter if testing is being undertaken and the subsequent results explaining the access arrangements that are to be offered.

### **Procedures for Concerns**

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the SENCO/Director of Learning Support or Year Head in the first instance and a response will be made as soon as possible.

### **Information on where the Local Authority's Local Offer**

Solihull's Local Offer can be found via this link:- <http://socialsolihull.org.uk/localoffer/>

The Special Educational Needs and Disability Regulations 201

Schedule 1:

Information to be included in the SEND information report – in Solihull this is also known as the school's SEN Offer. The kinds of special educational needs for which provision is made at the school.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:-

- (a) how the school evaluates the effectiveness of its provision for such pupils;
- (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
- (c) the school's approach to teaching pupils with special educational needs;
- (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
- (e) additional support for learning that is available to pupils with special educational needs;
- (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
- (g) support that is available for improving the emotional, mental and social development of

pupils with special educational needs.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

10. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the Local Authority's duty to provide information on mediation).

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

13. Information on where the Local Authority's local offer is published.

#### Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

- DfE: Department for Education
- EHCP: Education, Health and Care Plan
- LA: Local Authority
- SS: School Support
- SEN: Special Educational Needs
- SEND: Special Educational Needs and/or Disability
- SENCO: Special Educational Needs Coordinator
- Statement: Statement of Educational Need
- SENDIAS: Parent Partnership Services