



Yate Academy

Special Education Needs & Disabilities Policy

Version 1.0

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Yate Academy is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.

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This SEND Policy applies to Yate Academy and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the SEND Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy, school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This policy is subject to the GLT SEND Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT SEND Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

1. Guiding Principles

1.1. In understanding the term Special Educational Needs the school works within the description set out in the 2015 SEND Code of Practice:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for him or her’

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or 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’.

Children and Young People may require special educational provision to be made for them arising from difficulties in the four broad areas of need described in the SEND Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

- 1.2. “Special educational provision” means: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.
- 1.3. This policy has been developed and implemented by the schools SENDCO. It has been written in conjunction with all major stakeholders and in collaboration with the Local Authority.
- 1.4. We are committed to offering an inclusive curriculum to ensure the best possible progress for all students whatever their needs or abilities. It values the contribution that every child and young person can make and welcomes diversity arising from culture, religion, intellect or disability. The school seeks to raise aspirations and attainment, remove barriers to learning and increase physical and curricular access for all. Every child and young person is valued, respected and an equal member of the learning community. As such, provision for students with special educational needs & disabilities (SEND) is a responsibility of the whole school community. The Governing Body (GB), Head Teacher, SENDCO and all other members of staff have important responsibilities and roles to play.
- 1.5. Yate Academy acknowledges fully its responsibility to admit students with already identified SEND.

2. Rationale

It is estimated that at any one time a significant number of children have identified SENDs but students may experience difficulties in school at any stage. All students should receive the most appropriate and effective provision for their particular needs to ensure that they are able to take up their full curriculum entitlement and enjoy school life to the full.

3. Aims

The aims of this policy are to:

- identify students with SEND;
- enable students with SEND to have high aspirations and maximise their achievements;
- ensure that all students with SEND have access to a broad, balanced and relevant curriculum in line with the National Curriculum wherever appropriate;
- ensure that all students with SEND have access to high quality teaching;
- recognise that there is a continuum of need, which may be temporary or long-term; mild, moderate or severe; and to classify students’ needs accordingly and in line with the South Gloucestershire Local Authority guidance;

- ensure that students with SEND have the opportunity to participate in all the activities the School has to offer wherever possible;
- support students who have SEND by using a variety of appropriate strategies. These may include: in class support, supported self-study, small group teaching, withdrawal from lessons and/or subjects and the provision of consultative advice or guidance to departments, individual teachers and parents;
- ensure effective communication exists between the school and parents/carers of children with SEND via a variety of methods;
- promote effective partnerships and involve specialist outside agencies when appropriate;
- ensure that all teachers take responsibility for the progress of all students in their classes and that resources are allocated appropriately;
- ensure that SEND students develop the ability to express their views and become fully involved in decisions which affect their education.

4. Admission Arrangements

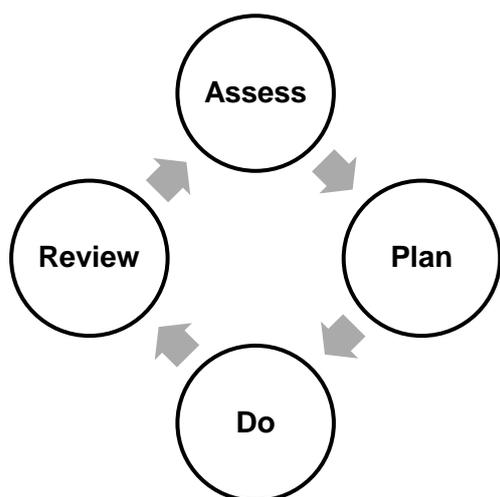
Please refer to the schools admission policy.

5. Identification, Assessment and Provision

The process of identifying students with SEND begins at all entry points into the school. The SENDCO, with the teachers responsible for school transitions, will visit or liaise with previous schools to discuss transfers and other students and make effective transition arrangements with staff. Admissions information including KS 1 & 2 SATs scores, teacher assessments and Year 6 annual reviews are used to inform provision.

Once students join the School, identification and assessment to inform provision continues with:

- standardised reading comprehension and spelling tests at the start of each year. Additionally, in depth testing undertaken if required;
- monitoring of progress by the Head of Key Stage, Subject Leader and SENDCO (or appropriate member of SEND staff) as part of whole school student tracking procedures to identify underachievement;
- ongoing classroom assessment by teachers and learning support assistants/key workers.
- Graduated approach - Assess, Plan, Do, Review.



5.1. Assess

Clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

5.2. Plan - following assessment, the teacher, SENDCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review
- All planning must be pupil centred and outcomes focussed and recorded.

5.3. Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching
- The SENDCO supports teachers in the effective implementation of provision

5.4. Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

In addition to these measures, all parental concerns are considered by the SENDCO and where appropriate, advice is sought from external agencies (these may include LA advisory Service). Parents will receive an information to parents report, updated annually.

If a student is not making the expected progress as identified from a range of evidence, appropriate intervention will be implemented. Where appropriate, this may lead to such students being placed on the school SEND register. If a student is making expected or better progress then the student's SEND status may be amended or withdrawn.

6. Access to the Curriculum

The School supports each student's entitlement to access to the National Curriculum depending on individual needs. Disapplication from subjects is only considered on an individual basis and with Senior Leadership Team (SLT) approval.

7. Supporting Students with SEND

All teachers at the School are responsible for students with SEND in their classrooms. The provision for such students requires the support of the whole school community. Besides creating a learning environment which is encouraging and sensitive to individual needs, the school sees education as more than academic performance. It is also about fostering qualities of independence, self-advocacy, positive self-esteem and respect for others. Staff receive regular SEND updates and training throughout the school year. Training covers specific needs of the students, alongside adaptive teaching in order to ensure all students are able to access learning. Training is delivered by the school SENDCO, Greenshaw Learning Trust and a range of external support services.

Supporting SEND students, who in total have a wide range of needs, requires a flexible use of support strategies and support may be offered in a variety of forms. These may include:

- in-class support: additional adult supporting a class or individual;
- specialist withdrawal sessions: e.g. literacy and numeracy;

- support with social, mental and emotional health ,
- support with speech and language development, communication and interaction
- anger management: support and guidance for those identified through the Behaviour systems employed within school;
- physical support: which is targeted at students with specific movement needs;
- Individual and/or group intervention;
- exams: access arrangements are implemented for identified students for examinations in line with exam board regulations and under JCQ guidance.

8. Complaints Procedure

Please refer to the school's complaints procedure.

9. Links

Disability Discrimination Act (2010) and the Equality Act (2010).

Draft Code of Practice (0-25 EHCP) – Special Educational Needs and Disability code of practice: 0-25 years

MS Disability Act and Disability Equality Scheme (DEAP).