Special Educational Needs and Disabilities (SEND) Policy

Document Control
This document is issued, controlled and impact assessed by the Leadership Team.
The latest version of the procedure will be maintained on the School Website.

Special Educational Needs and Disabilities (SEND) Policy

Contents:

Mission Statement 3

1. Aims and objectives 4
2. Responsibility for the coordination of SEND provision..... 5
3. Arrangements for coordinating SEND provision 5
4. Admission arrangements 6
5. Identification of students' needs 7
6. Access to the curriculum, information, and associated services 9
7. Inclusion of students with SEND 9
8. Evaluating the success of provision 10
9. Complaints procedure 10
10. In service training (CPD) 10
11. Links to support services 11
12. Working in partnership with parents/carers 11
13. Links with other schools 11
14. Links with other agencies and voluntary organisations 12

Special Educational Needs and Disabilities (SEND) Policy

Definition of special educational needs and disabilities

In this policy, A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND code of practice 2014)

The SEND Code of Practice (2014) says students have a learning difficulty if they:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) 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

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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Special Educational Needs and Disabilities (SEND) Policy

Mission Statement

Endeavour Academy is an inclusive school where all students, regardless of gender, ability, or circumstance, are expected to become individual, independent learners and fulfil their potential through high attainment and achievement.

At Endeavour Academy we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Endeavour Academy adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all students. The school is committed to ensuring that students with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Aims and Objectives

Aims

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 and Disabilities (SEND) Code of Practice* at Key Stage 4.

Our aims are:

- To ensure that all students with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all students can access a balanced curriculum, differentiated where appropriate
- To ensure that all students with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

- **Identify the needs of students with SEND as early as possible.** This is most effectively done by testing upon entry, gathering information from parents / carers, Local Authority, health and care services, previous schools and any agency working with the student prior to their entry into the school.
- **Monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of those students with SEN by their coaches will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum at Key Stage 4**. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- **Work with parents / carers** to gain a better understanding of the student and involve them in all stages of the student's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their student's progress, and providing information*, where*

necessary, on the provisions for students within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

- **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone.
- **Create a school environment where students feel safe to voice their opinions of their own needs.** This means students have significant members of staff they can see such as Learning Mentors and Teachers. This will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life. For example, membership of the student council, clubs, and other extra-curricular activities.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing and co-ordinating the provision for students with SEND is Deputy Head of School, Jonathan Greenall (SENDCo) and Laura Lawton (Assistant SENDCo).

Another facet of the Learning Support Team is the Learning Mentors and access to the school counsellor.

Arrangements for coordinating SEND provision

The SENDCo will hold details of all students on the SEND register. The team will inform staff with relevant information for individual students as well as developing support plans to monitor progress of SEND students.

All staff can access:

- Endeavour Academy SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification in the Code of Practice (SEND Support students and students with EHCP's).
- Information on individual students' special educational need, including SEMH action plans, targets set and copies of their support plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual students and their special needs and requirements.

This information is made accessible to all staff and where necessary, in a clear summary version in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students helping to remove barriers in the classroom

"The Lamb Inquiry (2009) and the DfE (2011) make it clear that good SEND policies should, as well as being short and clear, be developed in collaboration with parents/carers. There is also an increasing interest in making policies and SEND provision arrangements clear to students. A SEND policy should be aimed at a range of audiences' not just teachers and school support staff, but this might be achieved through the provision of summary information for particular groups".

Endeavour Academy welcomes further suggestions from parents / carers which may help improve the provision for students with SEND.

Admission Arrangements (also see Admissions Policy)

Key Stage 4

The admission arrangements for Key Stage 4 students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with statements of SEND and those without.

All SEND paperwork and relevant information will be gathered by the SENDCo from previous feeder schools and any agencies working with the student as soon as possible. Where the student is making a transition from another school, a meeting may be set up between the partner school and Endeavour Academy's SENDCo 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 school 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.

Identification of Students Needs

Identification

See definition of Special Educational Needs and Disabilities at start of policy.

At Endeavour Academy all students are tested on entry for their reading and comprehension ability through a standardised test. The results of these tests, along with their KS2 data and information gathered prior to entry, will determine the level of initial intervention. As well as this the following graduated approach will be followed.

A Graduated Approach:

Quality First Teaching

a. Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b. Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c. The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d. The SENDCo will be consulted as needed for support and advice and may wish to observe the student in class.
e. Through (b) and (d) it can be determined which level of provision the student will need going

forward.

f. If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
g. Parents / carers will be informed of any concerns and the school action taking place. Parents/carers are encouraged to share information and knowledge with the school.
h. Concerns by coaches and/or parents / carers will be investigated. Students will only be placed on the SEND register once the need is confirmed.
i. Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.

SEN Support

a. This recognises students who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under SEND Support the school puts provision in place without resource to regular external advice or additional resources provided by the local authority.
b. Class / subject teachers collaborate with the SENDCo on evidence gathering and identification.
c. Once the SENDCo has been notified he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria. With this knowledge the SENDCo can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
e. An action plan is drawn up, detailing provision. Provision is monitored regularly, evaluated and, if necessary, adjusted.
e. When a student has been identified as having SEND and steps have been taken for provision under SEND support, but the student has not progressed as expected, the school will consider taking steps towards completing an Education Health and Care Plan for the student.
f. Following the school's assessment external professionals will be called to make their own assessments of the student and provide support in the planning of extended provision, continued assessment, and revised action points.
g. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents / carers regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Referral for Statutory Assessment

If a student is experiencing significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school through the Educational Psychologist, but it can also be requested by a parent through the Local Authority. This is a timely process and the decision, in Durham, is made by a Special Needs Panel. A statement will only be issued if the panel is satisfied the school have taken every step possible to support the student but is unable to provide the level of support needed alone.

The application for a statement will combine information from a variety of sources including:

- Parents / carers
- Teachers

- SENDCo
- Pastoral / Support staff
- Educational Psychologist
- 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.

Education, Health and Care Plan

a. Following Statutory Assessment, if approved by the Panel, an Education Health and care Plan is provided by Durham Local Authority (LA). If it is decided that the school cannot provide for the student's needs on its own, the panel/LA may decide to place the student in specialist provision
b. Parents / carers have the right to appeal against a decision either for or against a statement of special needs for their student. The school would advise parents / carers to contact and work with Parent Partnership.
c. Once the EHCP is completed it will be kept as part of the student's formal record and reviewed annually by the Academy, parents / carers, any relevant professional and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information, and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the needs of the individual.

The systems in the Endeavour Academy provide, in the main, for students with SEND to be educated alongside their peers in a mainstream classroom through Quality First Teaching (QFT). However, the systems also allow for other flexible arrangements to be made for withdrawal of students for individual or small group work.

The school curriculum is regularly reviewed by the Head of School and departments to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports, and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
- Making use of all class facilities and space
- Using support effectively to ensure that the curriculum is differentiated and accessible.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision.

- Setting appropriate individual targets that motivate students to do their best and celebrating achievements at all levels.

Inclusion of Students with SEND

The Head of School / SENDCo and Link Trustee oversees this policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Head of School to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all students both in and outside of the classroom
- Practicing differentiated teaching methods that suit the needs of individual students.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our students.
- Promoting project-based learning tailored to the needs of individual students.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents / carers, and students throughout the year.

Surveys are regularly put out to students and/or parents/carers encouraging participation and engagement. The analysis of results can inform change to our systems / procedures and/or feedback to teachers and managers, making them aware of issues / concerns from students and/or parents / carers.

Complaints procedure (see also general complaints procedure)

If a parent, carer, or student has any concerns or complaints regarding the provision in place for their son / daughter / themselves, an appointment can be made by them to speak to the SENDCo.

In Service Training (CPD)

We aim to keep all Endeavour Academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

Endeavour Academy operates a weekly training programme for Teachers covering a wide range of areas and topics including, inclusive teaching through the development of knowledge and understanding of difficulties faced by individual students. These weekly sessions are designed to improve the teaching and learning within the school. Staff are also required to attend compulsory Teaching and Learning forums throughout the year.

As well as the above, staff also access external courses which are relevant to their subject area, teaching and learning in general, specialist teaching etc.

The SENDCo attends relevant courses and facilitate / signpost relevant SEND focused training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENDCo ensure that training opportunities are matched to school development priorities and those identified by individuals through the appraisal process.

Links to Support Services

Sharing knowledge and information with our support services is key to effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENDCo and the student's parents / carers. The school will follow the Single Assessment Framework and open an Early Help Plan when it is felt appropriate.

Working in Partnerships with Parents / Carers

Endeavour Academy believes that a close working relationship with parents / carers is vital in order to ensure:-

a) early and accurate identification and assessment of SEND leading to the correct intervention and provision.
b) continuing social and academic progress of students with SEND.
c) personal and academic targets are set and met effectively.

Endeavour Academy welcomes feedback from parents / carers all year round and parents / carers can make an appointment to speak to any member of staff including the SENDCo throughout the year for any reason.

Parents/carers are kept up to date with their student's progress through interim reports, parent consultation evenings, individual contact as necessary and annual reports.

In cases where more frequent regular contact with parents / carers is necessary, this will be arranged based on the individual student's needs. If necessary the SENDCo can also signpost parents / carers of students with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Parents / carers are invited to attend any meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

Links with Other Schools

Endeavour Academy is co-sponsored by The Academy at Shotton Hall and East Durham College, the Academy at Shotton Hall is also a Teaching school, part of the Multi- Academy Trust and has formed, The Shotton Hall

Teaching Alliance. This consists of many local and regional partner schools and will enable the schools to share resources, advice, training and development activities and expertise.

Transition

Endeavour Academy has a comprehensive transition programme both from KS3 to KS4 and to Further Education. Alongside this the SENDCo will liaise with feeder schools, attend reviews, and gather 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.

Links with other Agencies and Voluntary Organisations

Endeavour Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo and Head of Pastoral Care are the designated persons responsible for liaising with the following:-

- The Education Psychology Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- CAMHS
- Specialist Outreach Services
- 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 the Single Assessment Framework for Early Help will be arranged with parents / carers and appropriate agencies invited.

This policy will be reviewed annually