

SEND Policy 2020 - 21

Rationale

Blackpool Aspire Academy aims to create SEND provision that responds to, and supports the individual needs of students and enables them to make excellent progress in line with their peers and within national expectations. Our school strap line is *Success, nothing less*, this is for all students. This is firmly underpinned by the guidance provided by the SEND Code of Practice 2015, and incorporating the core FCAT principles of:

- Ambition
- Respect
- Pride
- Resilience
- Integrity
- Excellence

Statement of Intent

- To identify student needs early, allowing students with SEND to progress well from their starting points and achieve standards appropriate for their age.
- To provide a safe, supportive, sustainable environment in which all students can thrive, enjoy and achieve.
- To ensure that SEND students make appropriate progress, at least in line with the national averages and have the opportunity to maximise their potential.
- To maintain high expectations that aim to close the gap between SEND students and all students
- To be proactive in developing emotional resilience in students.

- To promote positive mental health and well-being for all students to allow them to flourish locally, nationally and internationally.
- To collaborate with children, young people and their parents/carers in the SEND decision making processes that support the strategies to overcome barriers to learning.
- To incorporate strategies to overcome barriers and ensure good progress for SEND students.
- To ensure quality first teaching that provides access to learning within a climate of high expectation.
- To create empowered and confident, independent learners who aspire to exceed their expectations and achieve their ambitions in preparation for adulthood in modern Britain.
- To secure the best outcomes for students by working closely with education, health and social care professionals (agencies).
- To ensure students understand and work within internet safety guidelines and use technology appropriately to support learning.

Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 (2015)

- Supporting Children with Medical Conditions (December 2015)
- Keeping Children Safe in Education (September 2019)
- Working Together to Safeguard Children (July 2018)

Definitions

The law states that a child has a special educational need if he/she has: -

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Areas of Special Educational Need

The academy makes provision for pupils with the following four kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical.

Roles and responsibilities

The SENCO has a responsibility to:

- Identify, assess and make SEN provision for all children and young people with SEND, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by students' SEN

- Make reasonable adjustments for students with disabilities to assist in alleviating any substantial disadvantage they experience due to their disability.
- Provide suitable, full-time education from the 6th day of exclusion of a student with SEN in line with their EHC plan.

Involving students and parents in decision making

The SENCO will help parents and students with SEN express their needs, wishes, goals. The aim of the academy is to:

- Focus on students as individuals and not their SEN label.
- Communicate in ways that are easy for students and their parents to understand, using clear ordinary language and images.
- Highlight student strengths and capacities.
- Enable students to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of each individual.
- Bring together relevant professionals to discuss and agree together the overall approach.
- Review the needs and provision for SEN students using a person centred approach.

Joint commissioning, planning and delivery

Blackpool Aspire Academy will collaborate with wider agencies, securing external expertise where needed to ensure the best outcomes for SEN students.

Funding

The academy will allocate the appropriate amount of funding for interventions from the notional SEN budget outlined in the local offer for SEN students.

In cases where additional support and funding is required, the SENDCo and SEN team will submit applications for top up funding to the local SARP panel and will ensure that any top up funding or higher needs funding is ring-fenced and used only for its intended purpose.

Local Offer

The academy will work in collaboration with the local authority and local agency partners in the development and review of the local offer

Contact details for the services in the Blackpool / Area Wide Local Offer (including Coronavirus local support) can be found here:

<https://www.fyidirectory.co.uk/kb5/blackpool/directory/home.page>

Staff in Blackpool's Local Council will also be able to provide details of the information contained within SEND Local Offer to those without easy access to the internet. They can be contacted on:

Phone: 01253 477100

Deaf text: 07796994908

E Mail: local.offer@blackpool.gov.uk

Identification and Assessment

Blackpool Aspire Academy will identify students with SEN by assessing student skills and levels of attainment; make regular assessment of SEN students to ensure that interventions allow SEN students to make progress similar to that of their peers starting from the same baseline.

The academy has a SEND referral system so that staff can signpost any concerns at an early stage. The referral system generates an initial screening action plan which is completed within 10 working days of the referral. Once

completed, the SEND team will make decisions regarding the SEND status and interventions that are required to support the learner.

The academy will work to ensure that any requests for statutory assessment, in consultation with the students' parents/carers, where the students' needs cannot be met through the resources normally available are made.

The academy will work collaboratively with all stakeholders in the assessment and review of all Education, Health and Care Plans.

Education, Health and Care Plans (EHCP)

Blackpool Aspire Academy will meet the duty to:

- Respond to the LA within 15 days if named on a Student's ECHP
- Ensure that all professionals teaching or working with a child subject to an EHCP are aware of the needs and arrangements that are in place to support and meet the students' needs
- Facilitate the review of EHCP's through Person Centred Meetings
- Request a re-assessment of an EHCP following the initial assessment if a student's needs significantly change.

Graduated response

Once a potential SEN has been identified, the academy will employ a graduated approach to meeting student needs including:

- An initial referral with screening actions identified
- Clear assessment of a student's needs
- Planned interventions and support agreed with parents and students
- Review of the effectiveness of intervention and support in promoting good progress.

- Review of progress towards closing the attainment gap.

Preparing for adulthood

The academy will work closely with students and their families from year 9. Face to face support for students with SEN or disabilities and close links with post 16 providers will allow students to make successful transitions.

Data and record keeping

Blackpool Aspire Academy will:

- Maintain an accurate up to date register of students with SEN ensuring this is shared with staff.
- Maintain an accurate and up to date record of the provision made for pupils with SEN.
- Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.

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Confidentiality

The academy will not disclose any EHC plan without the consent of the student's parents with the exception of disclosure: -

- To the SEN and Disability Tribunal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.

- To enable any authority to perform duties arising from the Disabled Persons Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the student's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the student is intending to start higher education.

Sian Rawson

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