



Park Campus Academy

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

LAST REVIEW NEXT	April 2020	REVIEW PERIOD	Annually
NEXT REVIEW DATE	April 2021	OWNER	SENCO
TYPE OF POLICY		APPROVAL LEVEL	

Introduction

Park Campus Academy provides a caring community, which aims to promote mutual respect and understanding and an effective education for all students.

Park Campus Academy, all young people have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

This policy refers to children and young people with special educational needs and disabilities (SEND) specifically with regards why and how the Academies work with them.

Compliance

This Policy complies with the Statutory requirement laid out in the SEND Code of Practice 025 (September 2014) 3.65 and has been written with reference to the following documents and guidance:

- Equality Act 2010: advice for Schools DfE Feb: 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014) see www.sendgateway.org.uk
- Statutory Guidance on supporting pupils with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan

Teaching and support staff at all levels of the Academies have been involved in the development of this policy.

Parents of SEND pupils have been involved in co-producing policy in the spirit of the current reforms.

Definition of Special Educational Needs (SEN)

The Education Act 1996 states that a Child with special educational needs if:

- They have significantly greater difficulty in learning than the majority of young people of the same age.
- They have a disability which prevents or hinders them making use of educational facilities and provision of a kind provided for young people of the same age in mainstream schools within the local authority.

These children may need special educational provision that includes that which is in addition to, or different from the provision generally made for children of the same age. The legal definition of disability is not the same as the definition of special educational needs. The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.'

Students with SEND admitted to the Academies have one or more of following difficulties:

- Cognition and Learning;
- Communication and Interaction;
- Behaviour, Emotional and Social; or
- Sensory and/or Physical

Vision and Aims

The aims of this policy are:

To raise the aspirations and expectations of all pupils with SEN, PLT Academies provides a focus on outcomes for children and young people rather than emphasising hours of provision and support.

To ensure that every student with special educational needs:

- Is fully included in Academies life regardless of particular special educational needs;
□ Is a successful learner.
- Is supported to learn at a pace appropriate to their abilities and development.
- Has their strengths and capabilities recognised and valued and any additional needs supported, whether these are social, behavioural, physical, medical, emotional or academic.

In addition, teachers at Park Campus Academy will work with colleagues and parents to:

- Identify those additional and different needs for each individual.
- Plan for overcoming the barriers to learning for individual students by increasing access to a broad, balanced and relevant curriculum and developing their individual strengths and potentials.
- Work towards integrating students back into mainstream education wherever possible.
- Promote Equality of Opportunity for all and encourage students to develop respect for themselves and others irrespective of age, disability, creed, colour, race and ability.

Context

Park Campus Academy has a statutory duty to meet the Special Educational Needs of the students. In addition to this, the Headteacher and all other members of staff have an important day-to-day responsibility to ensure that the Code is followed and implemented. The Provision on offer here is 'additional to, or otherwise different from, the Educational Provision made generally for children of a similar age in schools maintained by the LA.

All students at Park Campus Academy have identified needs in the area of social, emotional and/or behavioural difficulties.

In addition, some children may have:

- A significantly greater difficulty in learning than the majority of children of the same age.
- A disability or medically diagnosed condition that prevents or hinders them from making the expected progress in mainstream schools.

Park Campus Academy has full regard of the Special Educational Needs Code of Practice and SEN Disability Act when carrying out its duties towards all students.

Students with medical needs i.e. may present with a temporary special educational need. Students at PLT Southend Academies will usually be at Special Educational Need support (SEN) stage or have an educational healthcare plan (EHC), the exemption to this may be

some of those students who present with medical problems or those which are supported on a part time basis as part of reintegration for a mainstream setting.

We recognise that partnership with parents and carers plays a key role in enabling children and young people with SEND to achieve their potential. Because of this we encourage close contact between home and school, offering opportunities for parents and carers to share knowledge and information and play an active part in their child's education. We ensure that parents and carers are kept informed of the provision made for their child.

Students at Park Campus Academy are encouraged to participate in decision-making processes where practical. In addition they contribute to the assessment of their needs and review transition processes.

Objectives

The Academy is committed to providing an environment in which students of all abilities and individualities can benefit from the education and ethos provided. The Senior Leadership, Staff and Academy Board at PLT are committed to achieving the aims related to SEND by:

- Providing a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Policy
- Ensuring that students with SEN follow a curriculum related to their needs and which is linked closely to the National Curriculum.
- Ensuring a clear focus on academic attainment often through effective development of literacy and numeracy.
- Ensuring a clear focus on Personal Development, which prepares all students for transition in to adult life and for each stage of their educational journey, including the transition from school to work and further education or training.
- Ensuring that there is a focus on developing social skills and emotional intelligence.
- Ensuring that students and parents are involved in developing appropriate learning opportunities.
- Removing barriers to learning and assist learners to make progress commensurate with their ability.
- Helping learners to be fully involved in all parts of school life.
- By treating all members of the PLT Academies community fairly so that they have equal opportunity to be successful.

The role of the Academy Board

The Academy Board, in co-operation with the Executive Head teacher, determine the general policy and approach to provision for all students establish the appropriate staffing and funding arrangements and maintain an oversight of the Academies work. The Executive Head Teacher reports annually to the Academy Board on the Academies policy for SEND.

The Role of the Headteacher

The Head teacher has responsibility for both the strategic and the day-to-day management of all aspects of the school's work and will liaise regularly with the Management Committee.

The Role of the SENCO

The SENCO co-ordinates the tasks assigned to the role and has responsibility for ensuring policy is put into practice in partnership with the Executive Head teacher. Key responsibilities include:

- Overseeing the day-to-day operation of PLT Academies SEND policy.
- Ensuring regular liaison with parents, promoting a joint approach to learning at Academies and at home.
- Advising and supporting other practitioners in the school.
- Ensuring that appropriate targets are in place.
- Ensuring that a record of the primary needs and background information of the student, including medical information is collated and updated.
- Alongside the classroom teacher, taking a lead in assessing a child's particular strengths and weaknesses as well as identifying any learning difficulties.
- Co-ordinating provision additional to or different from the rest of the class group.
- Monitoring and reviewing provision with relevant colleagues.
- Liaising with external agencies, including the Educational Psychology Service, Social Services, Safeguarding, CAMHS and PCT, Health Services, Children Services, voluntary bodies and other departments of the Education Service.
- Quality assurance of the SEND annual review process.
- Co-ordinating the information for requests for statutory assessment and statements.

All teaching and non-teaching staff have been involved in the development of the SEND policy and are fully aware of PLT Academies SEND procedures and provision, particularly monitoring and reviewing that provision in line with the guidance in the Code of Practice.

Class teachers have responsibility for the behaviour and learning assessment, IEBP and ISP target setting. Detailed differentiated planning for each student, delivering individualised programmes, liaising with and reviewing progress with staff at mainstream schools and implementing the SEND policy.

Admissions

Students are admitted to PLT Academies through several different avenues:

- Students with Education Health Care Plans are admitted via the Local Authority SEN department. The transfer of statements to EHCPs ended in March 2018, we now have only EHCPs.
- Students experiencing poor physical and mental health may be admitted in response to a referral from a Medical Consultant.
- Students who are permanently excluded from their mainstream school can attend PLT Academies full time until an alternative mainstream school is identified.
- Students at risk of permanent exclusion may attend part time support programmes remaining on role at their mainstream school.
- Park Campus Academy also supports the LA in providing 6th day provision.

Resources

There is no specific SEN budget at PLT Academies as all students are considered to have special educational needs. Senior leaders, class teachers, and the SENCO can request resources they identify as appropriate for individuals and for supporting an appropriate curriculum, through the Executive Head teacher, who will prioritise accordingly.

Identification, Assessment and Review

At the point of referral all students will be invited to attend an induction appointment.

The aim of the induction meeting is to gather all appropriate information about the student and the family; an Initial Referral Form is also completed. This questionnaire enables us to compile all contact details, family and social history, medical details and welfare, educational history including support offered and taken up, as well as agency involvement. Highlighted concerns are then passed on to relevant in-house staff and external agencies towards accessing appropriate support.

Initial Assessment

On entry to Park Campus Academy, all children will have an individualised behavioural plan (IBP) which is then reviewed and updated frequently to evidence progress. Rewards are awarded in accordance with the behaviour policy.

Detailed information regarding the student's needs and major barriers to learning are sought from the mainstream school(s) the student has been attending, including National

Curriculum levels. A summary of this information informs assessment of individual need. For excluded students the primary barrier to learning of all children at PLT Academies is in the area of Social, Emotional and Behavioural Difficulties and all students are placed at Special Educational Needs support (SEN). In the case of medical referrals barriers may be physical, emotional or psychological.

Information is sought from each child's mainstream school in order to:

- Build upon the pattern of learning and experience already established.
- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on the necessary support needed within class.
- Use the assessment process to identify any particular difficulties.
- Ensure on-going observation and assessment to provide regular feedback about the student's achievements to form the basis of planning the next steps of learning.
- Involve the parents in implementing a joint learning approach at home and Academies.

Interventions to support Students with SEN

In order to meet the needs of students with SEND and provide equal access for all, the SENCO and senior staff alongside classroom teachers will consider a range of interventions. These may include:

- *1:1 or small group learning interventions such as a phonics programme or Language Intervention Programme.*
- *Access to a Learning Mentor.*
- *Advice from an Educational Psychologist.*

- *Referral to other professionals: eg. Speech and Language; Child Development Centre; Social Services; Child and Adolescent Mental Health Services.*

- *Request for an Educational Healthcare Plan (EHCP)*

If a student's first language is not English, aspects of performance in a number of areas will need to be examined carefully to establish whether the difficulties they are experiencing are due to limitations in their command of English, or arise from special educational needs. 'Students must not be regarded, as having a learning difficulty solely because the language they use at home is not the same as the language in which they are taught'.

Access to Curriculum

It is recognised that all children have an entitlement to access a broad and balanced curriculum. The starting point for curriculum planning at PLT Academies is the needs of the students. All teachers plan for individual children and use a range of differentiation techniques. The full range of learning styles is taken into account and a variety of methods to record ideas and work is used.

There is also a focus on developing a curriculum that is supported by intensive literacy and social skills interventions. The curriculum is designed to be balanced, broadly based and aims to:

- Promote opportunities for all students to learn, to achieve and demonstrate what they now and can do.
- Promote students' social, moral, spiritual and cultural development.
- Prepare students for future opportunities, responsibilities and experiences.
- Provide opportunities to address the students identified main barrier to learning in the area of social, emotional and behavioural difficulties □ Promote a positive learner identity.

Specialist Facilities available

- Small class groups and additional adult support. A much lower adult to child ratio than in mainstream schools.
- A curriculum which is adapted and modified according to need.
- Structured social times, such as breakfast time and morning break.

Monitoring SEND Provision

Monitoring the provision for SEND is an important role for members of the Senior Leadership Team and the SENCO. This will be achieved in a number of ways:

- Individual Education and Behavioural Plan's
- End of Term Reports
- Annual Reviews

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Curriculum Provision

This will be monitored by:

- Classroom observations.
- Work sampling.
- Teacher and student interviews.
- Informal feedback from staff and LSA.

Individual Student Progress

- Scrutinising student data from the Raising Achievement Plan (RAP).
- Sampling student work.
- An analysis with teaching staff, of the intervention strategies in place for students.
- Scrutiny of IEBP targets.
- Scrutiny of attendance data
- Records from student review meetings.
- Student self-assessment and questionnaires.

Monitoring of SEN Procedures

- *An analysis of appropriate student data.*
- *Classroom observations and analysis of appropriate support.*
- *Quality assurance of IBP's □ Monitoring the impact of an ISP □ Parent & student questionnaires.*
- *An analysis of systems used for effective communication, particularly teaching staff and SENCO informing annual review process and IBP target setting and progress.*
- *Provision Map (work in progress)*
- *Formal and informal feedback from external agencies.*

Evaluating Success

The success of the provision made at PLT Academies will be measured by:

- Improving reading, comprehension and spelling skills*
- Reducing the gap between reading, comprehension and spelling ages and actual age to within age appropriate*
- Improving expressive and receptive language skills.*
- Meeting IBP and ISP behaviour and learning targets.*
- Reduction in the number of 'critical incidents' - including use of restraint and students out of classrooms.*
- Positive feedback from mainstream schools, external agencies, parents and students.*
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- Improved and / or sustained attendance and engagement.
- Improved reintegration rates.
- A higher % of parents attend any review meetings for students.
 - That students who have been full time at PLT Southend Academies for 6 months or more leave with at least basic qualifications in literacy and numeracy.
- Sampling of student work shows progression over time.
- Students with SEN make good progress over time.
- Student and Parent view outcomes.

INSET/Staff Development

Professional development needs are identified through:

- The School Improvement Plan.
- Identification of individual students' needs.
- Monitoring trends in referred difficulties.
- Identification of individual professional development needs (usually through performance management process).
- Informal meetings with members of the SLT/SENCO.

LSA's have also received training in administering and supporting reading and spelling tests, in supporting within the curriculum and in identifying frequently occurring mistakes or 'miscues'.

External Support / Resources

PLT Academies has supportive working relationships with:

- Locality Services
- Social Services and family centre's (Alan Cole Centre).
- Attendance Advisory Services (CFEIT).
- *EWMHS (formally CAMHS) and other Medical Services.*
- Parent Partnership.
- The Drug Advisory Team (YPDAT) The SEN and Assessment Team.
- The Police.
- The Educational Psychology Service.
- Integrated Youth Support Services / Youth Offending & Prevent and Deter (IYSS).
- Streets Ahead / Family Solutions / Community Service Volunteers. Connexions.

Parents

We recognise that partnership with parents and carers is critical in enabling our students to achieve their potential. We offer regular opportunities for parents and carers to share knowledge and information and play an active part in their child's education. Parents are

encouraged to contribute to the target setting and review process. To support this, PLT Academies:

- Invite parents and carers to all formal reviews and involves them in assessment and decision making.
Make information relating to all outside agency involvement freely available.

- Take parental concerns seriously and act upon them promptly.
- Parents / carers can make appointments to speak to staff at mutually convenient times.
- Can arrange interpreters for review meetings if requested in advance and written information can be translated if required.
- Ensure that parents or carers who have difficulty understanding written information will be treated sensitively and will have all issues and process explained to them verbally.
- All students have planners or homework books which ensure parents are aware of expectations for learning and ways they can play a supportive role.

Parents who have any concerns should:

In the first instance, make arrangements to meet with the class teacher/SENCO to share their concerns. If this does not resolve the matter the Headteacher or other SLT member will endeavour to deal with any concerns about the provision made for a child's special educational needs sensitively and confidentially.

Complaints

All complaints are taken seriously, recorded and investigated. Complaints will be dealt with as soon as possible and the person making the complaint informed of the outcome at the earliest opportunity.

Any parent or carer who still has concerns after approaching the Headteacher will be informed of their right to speak to a LA Special Needs Department or Parent Partnership Officer.

Transition Arrangements

When students leave, all records are passed on to the receiving school to ensure continuity of provision and if possible, an appropriate planning meeting will be held with all relevant agencies. When a student joins, information will be sought from their former schools. Students are provided with a handbook providing information about the Academies prior to them starting. An induction programme supports transition.

This policy is reviewed bi-annually.