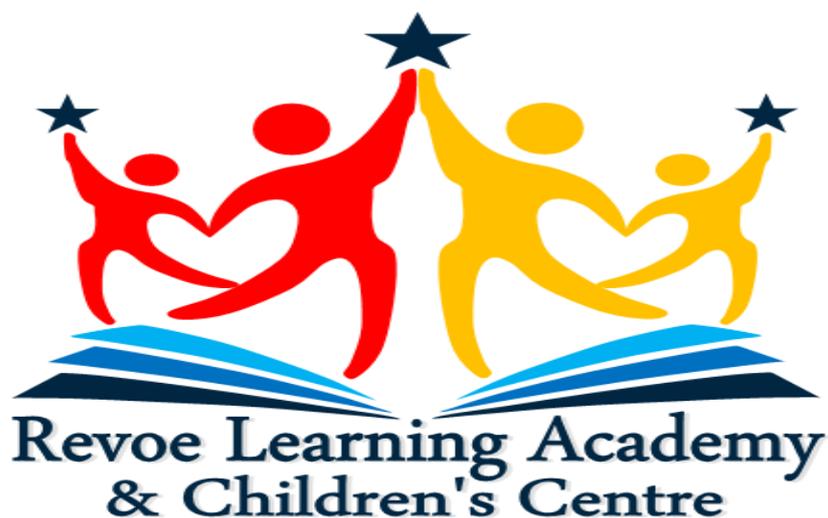


# Our Special Educational Needs and Disabilities (SEND) Policy, including our Accessibility Plan 2018 - 2020.



**Redrafted September 2018**

*'Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.'*

(NASUWT)

Our SENDCO is Sue Haley, who holds the following qualifications:

- National Award for SEN (NASC award),
- Post Graduate Certificate in Specific Learning Difficulties
- Post Graduate Certificate Working with Children and Young People on the Autistic Spectrum

Please make an appointment to discuss any SEND issues with Sue Haley. Contact her on 01253 763414 or email through [admin@revoe.blackpool.sch.uk](mailto:admin@revoe.blackpool.sch.uk).

Our SEND policy has been developed with our staff, parents and our Governing Body. This policy has been written within the guidance provided in the SEND Code of Practice, 2014.

We believe that every teacher employed at RLA is a teacher of all children, including those with special educational needs and disabilities (SEND). There may be times in a child's life at Revoe when circumstances result in a child having special needs. As an inclusive place of learning, we feel that it is every child's right to receive high quality teaching from a qualified teacher. At RLA, we ensure that our teachers have continual professional development to update their skills and develop informed practitioners.

## The Aims of our SEND Policy. To:

1. identify and provide for the learning needs of all children with SEND.
2. ensure that allocated funding is used effectively and is monitored accordingly.
3. ensure that identified intervention/specialist programmes are monitored and evaluated for impact.
4. enable all children to access all elements of our curriculum offer, through reasonable adjustments.
5. operate a 'whole child, whole site' approach to the management, provision and achievements for children who just happen to have special educational needs and disabilities.
6. provide a Special Educational Needs and Disability Team, led by our SENDCO, who provide support and advice for all parents and staff working with children who just happen to have SEND.

## Identifying SEND at RLA:

Under the revised Code of Practice 2014, SEND, a pupil is said to have SEND if they:

- a) have a learning difficulty or disability that calls for special provision to be made for him or her;
- b) are a child of compulsory school age who has a significantly greater difficulty in learning than the majority of others of the same age; or,
- c) have a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

In Section 6.28 - 6.35 of the Code of Practice 2014, four broad areas of need are identified:

**1) Communication and Interaction** - Support for learning may be needed to support the learning of children who have difficulty with one, some or all of the different aspects of speech, language or social communication. This includes children who have an Autistic Spectrum Condition (ASC) and are likely to have particular difficulties with social interaction.

**2) Cognition and Learning** - Support may be needed to assist learning for children who learn at a slower pace than their peers even with appropriate differentiation. This can include learning difficulties such as moderate learning difficulties (MLD), severe learning difficulties (SLD) or specific learning difficulties (SpLD) which encompasses conditions such as dyslexia, dyscalculia and dysgraphia.

**3) Social, Emotional and Mental Health (SEMH)** - Support may be needed for children experiencing a wide range of social and emotional difficulties which can manifest themselves in various ways eg. becoming withdrawn or isolated or displaying challenging or disruptive behavior.

Support is also needed for children who may have underlying mental health difficulties which can present in behaviours such as anxiety, depression, substance misuse, eating disorders and self harming. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Behavioural difficulties do not necessarily mean that a child or young person has a special educational need, but more of an underlying response to a need which will be recognised and identified by our staff who know and understand the child well.

**4) Sensory and/or Physical Needs** - Additional provision may be needed for children who have a disability which prevents or hinders them from making use of the educational facilities provided. The range of difficulties experienced could include visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and may require specialist support, equipment or habilitation support to ensure access to learning.

Some children may have a physical disability (PD) that may need additional support and equipment to access all the opportunities available to their peers. At RLA, we take every step to ensure that no child is disadvantaged because they happen to have a disability or learning difficulty.

Areas of need are not provided so that children can be placed in a particular category but offer an overview of the range of needs that should be planned for. We believe that it is vital to consider the needs of the whole child, which will include all information, not just the child's individual special need.

In addition, at RLA we acknowledge that there are other factors that affect a child's ability to learn and that can limit their learning opportunities. Although the child may be presenting with causes for concern, they are not classed as SEND. These can include:

- Disability (Code of Practice 2014) outlines the "reasonable adjustment" duty for all settings provided under current Disability Equality legislation; these alone do not form SEND);
- Poor attendance and punctuality;
- The health and welfare of the child;
- No or low proficiency in English;
- A child under Local Authority's care (Our Child);
- A child whose parent(s) serve in the armed forces;
- A child who qualifies for pupil premium.

The importance of regular good attendance and punctuality is emphasised at RLA so that important teaching and learning is not missed and learning gaps are minimised.

### **Managing Our SEND Provision:**

**Identification, Assessment and Provision** - Provision for children with SEND is a whole Academy matter. At all stages, the parent and child's voice informs any evaluations of progress and subsequent support plans.

**Admissions** - A child's current level of attainment is assessed upon entry to RLA so that we build on the foundations and patterns of learning established in Early Year's settings. Comprehensive transitions are completed on children identified as having SEND in their pre - school setting so that the child's needs, strengths and gaps are shared, starting points can be established and support arranged. Information regarding what works well and how the child can best be supported are shared with the Early Year's class staff to ensure continuity of approach.

**Non Routine Admissions (NRA)** - As an Academy, we recognise the importance of ensuring continuity for our new pupils. We endeavour to gain detailed information about all children who move to RLA from previous schools and settings. The parents or carers of children and pupils who start at RLA, after attendance at another school or setting, are asked for background information so that any needs are quickly identified.

**EYFS and Pre School Settings** - Children who attend our Nurseries are assessed to identify their strengths and areas for development. When developmental concerns are raised/identified, a targeted, additional steps learning chart is developed to support the child's future learning and development.

### **Our Graduated Response - See Appendix 1 for Executive Summary Flow Diagram:**

To help children with SEND, RLA adopts a graduated response. We record the steps taken to meet the needs of the individual child through the use of SEND support plans. Our SENDCO has responsibility for:

- ensuring that records are kept updated and shared with relevant staff;
- maintaining an accurate SEND register;
- informing parents, carers and the child of their progress against agreed targets; and,
- ensuring that records and reports are accessible and available when needed.
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**Wave 1:** At RLA, universal, high quality teaching, care and welfare for all pupils is the first step in response to pupils who have, or may have, a special educational need or disability. The class teacher / Practitioner is responsible and accountable for the progress and development of all children and pupils in their 'class'. Quality of teaching for all children and pupils is regularly reviewed and evaluated by our SLT and includes improving our understanding and effective implementation of agreed strategies to identify and support vulnerable pupils.

**Wave 2:** At Wave 2, parents or carers are informed of our concerns with an evaluation of support offered to date. More specific plans eg individual provision maps and strategies to help support the child's learning are devised and implemented. The child is monitored and may be considered for external agency advice if no progress is seen; at this stage, the child is placed on the SEND register.

**Wave 3:** If the provision map(s) is/are not effective in achieving expected progress being made, the SEND Team may gain advice and support from relevant specialist agencies, including:

- Educational Psychology Service (EPS)
- Early Years SEND
- Behaviour Advisory Team (BAT)
- Blackpool SEND Inclusion Team
- Child Development Centre / Pediatrics
- Shine Therapy (Speech and Language Therapy)
- Child & Adolescent Mental Health Service (CAMHS)
- Counselling (Trinity, New Start)
- School Health Service and Health Visitors

More detailed SEND support plans are co-produced with the relevant staff, child, parents and any external agencies involved with the child, to ensure a coordinated approach is implemented. A support plan will outline the adjustments, interventions and support to be put into place as well as the expected impact on progress, development or behaviour together with a clear date for review.

These plans are regularly reviewed, evaluated and amended; and incorporated into teacher's lesson planning. If appropriate, the child may be involved in their target setting and included in any review of their progress of:

- ✓ what has worked well;
- ✓ what would be even better;
- ✓ and any next steps.

Subsequent, amended support plans will:

- reflect targets that have been achieved;
- include different strategies to replace ones that have not achieved expected progress; and,
- incorporate any additional advice suggested by specialist external agencies as given.

Following these actions, if the child is making expected progress, in line with their targets, the child may remain on the SEND register for monitoring and the plan may be amended to reflect progress made and targets achieved.

Once the child no longer requires the support plan, they will be removed from the SEND register. A child may be removed from the SEND list if:

- they no longer require the services of a specialist external agency to support their learning; or,
- if they have made significant progress and are now working in line with class, local or national expectations and therefore no longer need the additional support.

The decision to remove the child from the SEND register will be actioned following the review of the SEND support plan.

**SEND Register** - At RLA, we maintain a SEND register. This is updated regularly to show changes in pupil placement. Identifying SEND children is initially through:

- Work produced and marked following class teaching;
- Professional, evidence-based concerns;
- Regular assessments, moderation and analysis;
- Comparison of achievement and progress with class, local and national expectations;
- A professional diagnosis or identification of need.

### **Monitoring and Evaluating Expected Progress**

At RLA, expected progress can be identified where:

- ✓ The attainment gap between the child and his or her peers reduces;
- ✓ The rate of progress is significantly greater than before the strategies were implemented;
- ✓ The child is accessing more of our curriculum offer alongside their peers;
- ✓ There is a significant improvement in academic and /or emotional resilience, self- help, social or personal skills; or,
- ✓ There is a significant improvement in the child's social, emotional, mental health.

**Wave 4:** If, despite the agreed actions taken to identify, assess and meet the SEND of the child, expected progress has not been made, the decision to consider requesting an Education Health and Care Plan (EHCP) assessment will be made. This will be made in liaison with the SENDCO, parents/ carers and external specialist agencies. Relevant evidence is gathered and submitted.

## **Support Offered to Children with Special Educational Needs and Disabilities at RLA**

**Teaching Assistants/ Special Support Assistants** - At RLA, we fund and deploy teaching assistants to support teaching and learning in every classroom. Their role includes:

- Working with small groups of children on focused tasks set by the class teachers/leaders;
- Working with individual children on targets from their SEND support plan;
- Working on activities set by specialist agencies, such as speech and language therapists or occupational therapists.

**Engagement Strategy** - Our Engagement Team works with targeted children and their families, providing individual and nurture groups and other forms of planned support, to help promote learning readiness including the emotional, mental and social wellbeing of our children and parents/carers.

**Access to National Assessments** - Access arrangements may now be appropriate for pupils:

- with a statement of SEN or an EHC plan as described in the SEND Code of Practice
- for whom provision is being made using the SEND code of practice and whose learning difficulty or disability significantly affects their ability to access the curriculum and its assessments
- who require alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who are unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- with English as an additional language who have limited fluency and proficiency in English

At RLA, we liaise with the LA to ensure that all children have the appropriate access arrangements in order for them to demonstrate their actual levels of attainment and progress, in national assessments. Particular arrangements include: rest breaks; additional time; readers; scribes; amanuensis; and translations.

**Interventions** - Leaders monitor individual and groups of children with SEND. Interventions are implemented and informed by the child / group's learning gaps; to implement targets on support plans or provision maps; and pre teach vocabulary and concepts prior to whole class learning. SEND advice and guidance is provided by our SENDCO who liaises with other Leaders to identify children who require more expert teaching in order for the children to achieve expected progress.

**Transitions to High School** - At RLA, we recognise that the transfer to high school can be a worrying time for both children and their parents, particularly those with SEND. We make sure that transition arrangements are made for every child, but for children with SEND, these include:

- Detailed hand over between class teachers, SENDCOs and leaders so that all information is passed over;
- Extra transition visits so that the child becomes familiar with the new school and their staff;
- Identification of a key worker who will smooth the transition for the child; and,
- Setting up a buddy scheme so that the child has an older peer to help them during the first few weeks of the new term.

**Complaints about our SEND Provision** - We really do hope that parents never have any need to make a complaint regarding their child's SEND provision at RLA, but if they do:

- once a complaint regarding SEND provision is received in writing, the SENDCO will initially be responsible to ensure that any problem is resolved.
- If the complaint is not settled, it will be passed on to our Deputy Headteacher
- If the complaint remains unresolved, it will be passed on to the Headteacher and /or the Governing Body.
- Any complaints will be managed and recorded in accordance with our Complaints Procedures.

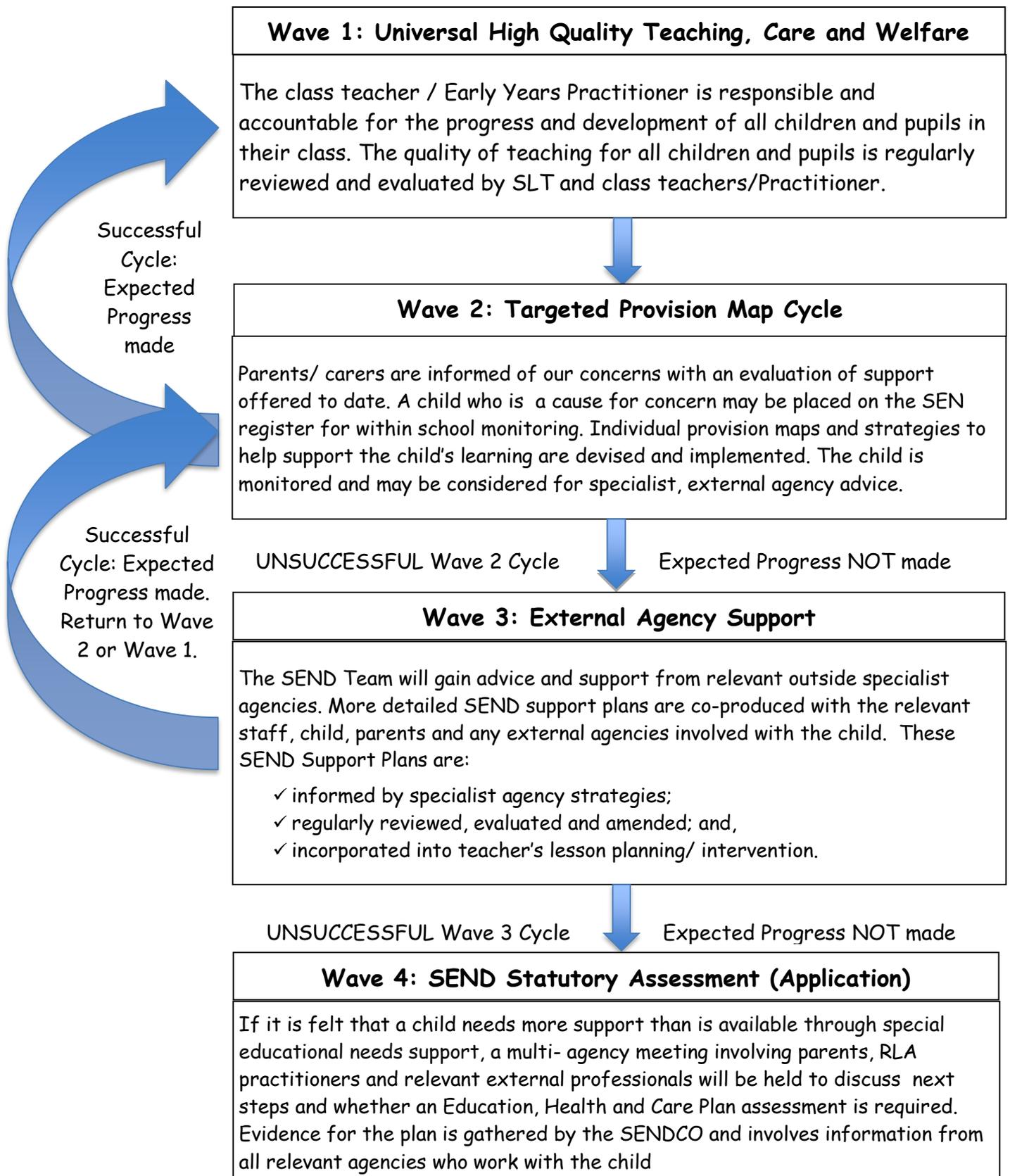
**Further Information:**

Revoe Learning Academy's SEND Policy and SEND Information Report can be found on our Academy website: [www.revoelearningacademy.co.uk/ourschool/policies](http://www.revoelearningacademy.co.uk/ourschool/policies)

Blackpool Council's local offer can be found at the following [www.blackpool.fsd/localoffer.page](http://www.blackpool.fsd/localoffer.page)

Contact details of further policies and services are available from RLA's website or on request.

Our Graduated SEND Response



## RLA's Accessibility Strategy and Plan 2016 to 2019

Our Accessibility Strategy has been developed using Schedule 10 of the Equality Act, 2010

### Our Aims are to:

- ✓ increase the extent to which disabled pupils can participate fully in RLA's curriculum;
- ✓ improve the physical environment of RLA for the purpose of increasing the extent to which disabled pupils are able to take advantage of our provision, offer, benefits, facilities and services provided by RLA; and,
- ✓ improve the delivery to disabled pupils, parents and carers of information which is readily accessible to pupils, parents and carers who are not disabled.

We welcome and celebrate all children, pupils and appropriate adults, regardless of need, who join our Academy.

Our Accessibility Plan may change as we take account of a child, pupil, or colleague's, disabilities and any preferences expressed by them or their parents. We will do everything we can to ensure all reasonable measures are implemented to ensure any disabled child or adult is not discriminated against.

If you have any concerns at all that we have not made necessary reasonable adjustments to support the disabled person's full participation in our Academy, please come in and speak to Mrs. Haley, our SENDCO or Mrs. Swinson, our Deputy Headteacher.

Our Governing Body, and our MAT sponsor, will ensure that we allocate adequate resources for implementing our Accessibility Plan.

Information is gathered regarding the effect of policies and practices on recruitment, development and retention of disabled employees and the educational opportunities and achievement of disabled pupils.

Recruitment and selection procedures for staff collect information on disability and school admissions collect information on disability of pupils.

We ensure that we promote equality of opportunity and are fully accessible to all those involved with RLA.

Provision for pupil needs begins prior to placement, when information is received, supplemented by admission arrangements so that the appropriate level of support, equipment, resources, dietary or therapy needs can be met.

Monitoring of pupil needs takes place on a regular basis, evaluating educational health care plans and ensuring appropriate levels of support and availability of equipment/resources are maintained. Any subsequent adjustments are considered and actioned, unless they are deemed to be wholly unreasonable.

Our communication environment and provision includes speech, signing and visual methods which is designed to meet the needs of all pupils, including those who happen to have additional needs. Provision will be made for the communication needs of children, staff, parents, carers, governors and visitors to RLA, once known. Please inform our main office.

Our curriculum is designed to be fully accessible to all pupils and adults in terms of content and pace and style of delivery. Our ethos is specifically designed to promote positive attitudes and the expressed mission and aims of RLA endeavour to prepare all pupils to fully participate in our provision and achieve.

Information is provided in different formats for families and support tailored to their needs, including through home visits, if required. Policies are kept under review in accordance with our Special Educational Needs and Disabilities Policy and Statutory requirements.

All activities are accessible for all children, age, numbers and health and safety permitting.

Our Action Plan is aimed at practical improvements for disabled pupils and adults connected with RLA in order to ensure that we are truly inclusive and non-discriminatory.

## Our Accessibility Plan 2018.20

SDP Area	Accessibility		Staff Lead	SHA, HRA	Sponsor Lead	KBE
Issues	Actions	Impact Measure	Evidence to Confirm	Resources to Deliver	Completed By	Evaluation
Our ethos and environment do not promote positive attitudes explicitly	<p>Teach/model/display positive attitudes to disability throughout our curriculum offer and ethos</p> <p>Provide opportunities for all pupils to express their views and know that their views are valued and will be considered for RLA improvements</p> <p>Celebrate and promote diversity and equality for all groups of people</p> <p>Promote new expectation, rewards and sanctions</p>	<p>Raised aspirations and positive attitudes.</p> <p>Zero cases of reported bullying because of disability</p> <p>All pupils and adults are aware that any bullying related to a disability or health condition is unacceptable.</p>	<p>Assemblies</p> <p>Bullying logs</p> <p>Disability week</p> <p>Diversity week</p>	<p>Marketing materials</p> <p>Curriculum Enrichment budget to target opportunities</p>	<p>On going</p> <p>Disability week June 2015</p>	
Information is not consistently accessible	<p>Review all policies and information is written in Comic Sans, and at least size 12, wherever possible.</p> <p>The Plan to be available in large print when requested.</p> <p>The Plan to be audible and hosted on the web site so that people unable to read are able to access our Plan.</p>	<p>All information compliant with Accessibility Plan.</p> <p>All people who are unable to read, are able to access our Plan.</p>	<p>Polices and other information</p> <p>Website</p>	<p>Review cycle</p> <p>Recording time</p>	<p>On going</p> <p>July 2015</p>	
Eliminate unlawful discrimination	<p>Ensure practices and procedures do not discriminate.</p> <p>Ensure unlawful discrimination is eliminated in employment</p>	<p>Recruitment/selection process promotes best practice.</p> <p>Checklist to obtain any reasonable adjustments required to attend interview process.</p>	<p>Recruitment Documentation</p>		<p>On going</p>	
Our Physical Environment prohibits full movement over floors	<p>Move class or work station to ground floor to ensure equal access</p> <p>Submit build proposals to eliminate historical layout, including significant floor undulations.</p> <p>Curriculum resources eg IT are mobile</p>	<p>All disabled people are able to participate</p> <p>Learning, wherever possible, is taken to the person.</p>	<p>Bids</p> <p>Provision provided as necessary</p>		<p>March 2015 for bids</p>	<p>Bid submitted Jan 2015</p>

SDP Area	Accessibility		Staff Lead	SHA, HRA	Sponsor Lead	KBE
Issues	Actions	Impact Measure	Evidence to Confirm	Resources to Deliver	Completed By	Evaluation
Reasonable adjustments for staff who may have a substantial physical or mental impairment:	Staff are allowed time off for treatment related to their condition without prejudice. If a member of staff develops a long-term impairment, reasonable adjustments are made to their duties, following advice from HR and Occupational Health - Applicants are asked to complete an additional form which informs RLA of any disability that may need consideration.	Good levels of staff attendance Zero personnel complaints / risk to RLA / MAT Disabled and able bodied applicants are interviewed if all essential criteria are met. GB makes every effort to accommodate the needs of any disabled staff, if their needs are made known.	SELIMA personnel records	Attendance Management policy	On going	
Pupil attendance can be affected by non administering of medication	Update Medical Policy in light of statutory guidance	Compliant policy ensuring non discrimination against medication related disabilities Good pupil attendance	Medical Policy and Health Care Plans	Planning time for information sharing	January 2015	
Improve delivery to disabled pupils of information provided in writing to non-disabled pupils	Symbols to accompany expectations, marking etc to assist children with learning difficulties. Identified resources eg coloured overlays, slope boards to be provided to children with known needs.	Displays  Health care plans Resources in use as part of mainstream offer	Expert provision / recommendations from professionals	Bespoke to need	Continuous	
Increasing curriculum access	Accurate identification of need matched to additional resources. Disability displayed positively: resources, displays, discussions, assemblies Participate & promote annual events eg Diversity ,Sport Relief, Deaf Awareness week to raise awareness of disability, Children identified as having additional needs to be monitored closely by relevant staff to ensure provision offered is meeting identified needs.	Disability Week	Planning Visitors and resources for disability teaching and experiencing	Planned programme of activities that explores challenges and achievements for people with disabilities	June 2015	