



# **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

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## 1. Introduction

Sutton House Academy is a specialist provision currently providing support for up to 60 pupils in KS1, KS2, KS3 and KS4 all of whom have an Education, Health Care Plan (EHCP) and for whom the primary need identified is given as Social, Emotional and Mental Health (SEMH) difficulties. Many students have additional needs identified that include cognition and learning difficulties, communication and interaction difficulties and sensory or physical difficulties. Historically, the students placed here have struggled to successfully access the curriculum at mainstream schools, failing to make expected levels of progress. The complexity of their needs have been a barrier to learning and therefore in order to be successful, their needs can be met more holistically in a specialist setting.

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

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

## 2. Compliance

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-

25 (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](http://www.sendgateway.org.uk)
- Statutory Guidance on supporting pupils with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- .Teachers Standards 2012

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

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

### **3. Definition of Special Educational Needs (SEN)**

The Education Act 1996 states that a Child has 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 Academy have one or more of following difficulties:

- Cognition and Learning;
- Communication and Interaction;
- Social, emotional and mental health; or
- Sensory and/or Physical

### **4. Aims**

The aims of this policy are:

To raise the aspirations and expectations of all pupils with SEN, Sutton House Academy 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 Academy 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 individual needs supported.

In addition, teachers at Sutton House 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.
- 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.

All students at Sutton House Academy have identified needs in an EHCP stating SEMH as a main area of need.

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.

## **5. Objectives**

The Academy is committed to providing an environment in which students of all abilities reach their potential. The Senior Leadership, Staff and Academy Council at Sutton House Academy 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 Sutton House Academy community fairly so that they have equal opportunity to be successful.

## **6. Roles**

### **6.1 The role of the Academy Council**

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

### **6.2 The role of the Head Teacher**

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 Advisory Council.

### **6.3 The role of the SENCO**

The responsibilities of the SENCO include:

- Overseeing the day-to-day operation of Sutton House Academy SEND policy.
- Ensuring regular liaison with parents, promoting a joint approach to learning at Academy 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, EWMHs and PCT, Health Services, Children Services, voluntary bodies and other departments of the Education Service.
- Quality assurance of the SEND annual review process.

All teaching and non-teaching staff have been involved in the development of the SEND policy and are fully aware of Sutton House Academy 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 quality first teaching as per the Code of Practice. It is also their responsibility to differentiate planning to meet the needs of all

learners and set both behaviour and learning targets. They must also assess behaviour and learning regularly.

#### **6.4 The role of the Governor**

The role of the Governing body is to support the strategic overview of SEND at Sutton House

Academy. It receives in-year written and verbal reports and an overarching Head Teacher report. Melanie Hall is our current SEND Officer within the Governing body.

### **7. Admissions**

Students with an Education Health Care Plan (EHC) are admitted via the Local Authority SEN department with parental choice.

The SENCo will organise a transition for the pupil once a start date has been agreed. An initial meeting will be held with parents and relevant professionals to establish needs and at this point a planned transition will be agreed and then shared.

### **8. Resources**

Currently, Sutton House Academy is a specialist LA provision funded under the LA banding system for special Academies.

### **9. Initial Assessment**

On entry to Sutton House Academy, each student will have baseline assessments in behaviour and learning (Maths and Reading, spelling, writing and comprehension) using a WRAT5 Assessment tool. A risk assessment is created and an Individual Support Plan (ISP) agreed using up-to-date EHCP paperwork. This is all completed in the learning hub upstairs along with observations using the Ready To Learn 9 stage model to determine which stage the student is working within to inform planning etc.

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

- Build upon the previous learning.
- 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.
- Involve the parents in implementing a joint learning approach at home and at the Academy.

## **10. Interventions to support pupils 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 counselling
- Advice from an Educational Psychologist
- Referral to other professionals: e.g. Speech and Language; Child Development Centre; Social Services; Emotional Wellbeing and Mental Health Service (EWMHS).

This should be implemented using the Assess, Plan, Do and Review cycle stated in the Code of Practice.

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'.

## **11. Access to Curriculum**

It is recognised that all children have an entitlement to access a broad and balanced curriculum. All teachers plan for individual children and use a range of differentiation techniques. Learning styles are taken into account and a variety of methods are used to record ideas.

### **11.1 The curriculum is designed 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.

### **11.2 Specialist Facilities Available:**

Small class groups and additional adult support. A much lower adult to child ratio than in mainstream schools, (reduced even more with the new school timetable).



- A curriculum which is adapted and modified according to need.
- Structured social times, such as breakfast time and morning break.
- Outdoor learning
- Specialised pathways
- Bespoke timetables and Personalised Learning Plans (PLP)

### **11.3 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:

- ISPs which are reviewed at least each term
- End of Term Reports
- Annual Reviews

### **11.4 Curriculum Provision**

This will be monitored by:

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

### **11.5 Individual Student Progress**

This will be assessed by reviewing data, target setting and reviewing, work scrutiny, attendance and in face to face meetings with pupils.

### **11.6 Evaluating Success**

The success of the provision made at Sutton House Academy 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 ISP 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.

- 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 Sutton House Academy 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.

### **11.7 INSET/Staff Development**

Professional development needs are identified through:

- The Academy Improvement Document (AID)
- 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'.

### **11.8 External Support / Resources**

Sutton House Academy has supportive working relationships with:

- Locality Services
- Social Care
- Attendance Advisory Services (CFEIT).
- EWMHS (formally CAMHS) and other Medical Services.
- Information, Advice and Support Service (IASS)
- 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).

- Troubles Families/ Family Solutions / Community Service Volunteers.
- Connexions.
- Early Help and Family Support

## **12. 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, Sutton House Academy:

- 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.

### **12.1 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 Head Teacher 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.

## **13. 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 Head Teacher will be informed of their right to speak to the LA Special Needs Department.

## **14. 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 via a meeting. Students are provided with a handbook providing information about the Academies prior to them starting. An induction programme supports transition.

### **14.1 Transition Policy & Procedure**

*To be read in conjunction with the Admissions Policy and SEND policy*

#### **What is transition?**

The term 'transition' is used to refer to the life changes that children and young people may go through. Some will be experienced by all children, for example puberty or moving from one educational setting to another. Others will only be experienced by some children and may not be understood by their peers, for example going into care, family breakup and the consequence of crime.

Transition is a very important time for all children and particularly for pupils with SEMH needs. Moving from one educational setting to another can be stressful, and while all pupils benefit from positive experiences of transition, some require additional support. At Sutton House Academy staff are fully aware of the importance of carefully planned transitions in the day and when they transfer from another school or to another school. It is for this reason that this plan has been drawn up to ensure that staff and feeder schools have some guidance to ensure the transition from one school to another runs as smoothly as possible.

#### **Procedures**

All pupils who attend Sutton House Academy have an EHCP. The Local Authority (LA) consult the school in the first instance with a copy of the most up-to-date Annual Review paperwork, EHCP documentation and any other relevant paperwork. The school are given 15 days in which to respond to the Local Authority either stating acceptance and with the band of funding requested or with a response in detail explain why the school cannot meet the needs of the pupil.

SLT consider the paperwork and the needs of the pupil wishing to attend. If it is agreed that the pupil can have their needs met at Sutton House Academy then a transition plan will be drawn up with the family, pupil and current school (see below). If it is felt that Sutton House Academy can NOT meet the needs of the pupil or it would be incompatible with the efficient education of the others then the SENCo will respond in full stating why it is not appropriate to admit the pupil.

#### **Transitioning into Sutton House Academy**

Once the school have responded acceptance to the Local Authority and a start date has been agreed the transition will begin. This is normally initiated with an induction meeting between the SENCo, parents, feeder school and a member of the admin team. At this point the SENCo will speak to parents, carers, teachers and other key professionals who have worked with them to get a true picture of capabilities and needs while also taking into consideration the paperwork. A pupil focus will be created to be shared with staff at Sutton house to prepare staff and raise their awareness of needs.

### **Stage 1 Induction Meeting**

During this meeting the SENCO can ascertain further information from parents and ensure that all the necessary paperwork is completed to be added to SIMs. The feeder school agree to send over all relevant paperwork including any safeguarding files and EHCP documentation. During this meeting parents receive some uniform and agree to the home school agreement around behaviour and the Code of Conduct. Parents and pupil can have a tour of the school and meet relevant members of staff to become familiar with the environment.

### **Stage 2 Transition period**

A plan will be drawn up between parents, SENCo and receiving class teacher to ensure that the needs of the pupil are fully considered and planned carefully.

The pupil may spend some sessions in the 'Learning Hub' to ascertain learning levels and to have assessments to ensure that any additional SEND needs are identified. They will have an interim risk assessment and some ISP targets set. They will have some sessions in the classroom with their peers and this will be increased gradually after careful weekly reviews. Parents and carers will be informed by the class teacher each week for the attendance for the following week. Some pupils will be able to attend full time quickly while for other pupils particularly with attachment needs or those who have been out of education for a while this will be a slow progress. Monitoring will be carried out by the SENCo to ensure that the plan is reviewed weekly with a view to the pupil attending full time by the end of that term.

### **Transitioning from Sutton House Academy**

Once the school has received confirmation that a current pupil on roll has been accepted by requested school the SENCo will contact the receiving school to plan out an appropriate transition as per the school's Admissions Policy.

Once an agreed date for them to transfer roll has been agreed all relevant paperwork will be sent to the new school via recorded delivery or handed over in person.

SENCo will liaise with the feeder school and support parents/carers with visits and agreed transition.

*This policy is reviewed annually.*

