



## SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

<b>LAST REVIEW DATE</b>	<b>November 2019</b>	<b>REVIEW PERIOD</b>	
<b>NEXT REVIEW DATE</b>	<b>November 2020</b>	<b>OWNER</b>	
<b>TYPE OF POLICY</b>		<b>APPROVAL LEVEL</b>	

## Introduction

Sutton House Academy is a specialist provision currently providing support for up to 55 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.

## 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.

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

Sutton House 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 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.

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;
- Behaviour, Emotional and Social; or
- Sensory and/or Physical

## **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.

## **Objectives**

The Academy is committed to providing an environment in which students of all abilities reach their potential. The Senior Leadership, Staff and Academy Board 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.

## **The role of the Academy Board**

The Academy Board, in co-operation with the Executive Headteacher, 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 Headteacher reports annually to the Academy Board on the Academy 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 Advisory Board.

## **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, 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 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.

## **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.

## Resources

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

## 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). Some children's language skills will be assessed using the Single Word Receptive and Expressive Language Assessments or ELKLAN Abstract Language Tools. A risk assessment is created and an Individual Support Plan (ISP) agreed using up-to-date EHCP paperwork.

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.

## 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.
- Review meeting with mainstream school.
- 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’.

## **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.

### **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.

### **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.
- Outdoor learning
- Specialised pathways
- Bespoke timetables and Personalised Learning Plans (PLP)

### **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

### **Curriculum Provision**

This will be monitored by:

- Classroom observations.

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

### **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.

### **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.

### **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**

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

## **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.

## **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 the LA Special Needs Department.

## **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.

This policy is reviewed annually.