



TARLETON
ACADEMY

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Special Educational Needs and Disability Policy

Special Educational Needs and Disability Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education (DfE) Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been co-produced by the Head of Learning Support (SENCo) and the Inclusion Manager in liaison with the SEND Nominated Local Academy Councillor (LAC), the Senior Leadership Team, staff, parents and students with SEND and aligns with the above guidance.

Throughout this document the term Headteacher is used, but may be replaced with the term Executive Headteacher or their designated representative (usually a Head of School).

1. DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)

“Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Students have a learning difficulty if they:-

- Have a significantly greater difficulty in learning than the majority of students of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in school.”

Special educational provision means:-

“For students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of this age in schools maintained by the Local Authority, other than special schools in the area.”

The person responsible for managing Tarleton Academy’s response to the provision made for children and young people with Special Educational Needs and Disabilities (SEND) is:

- Mrs J Higham – Head of Learning Support/SENCO, and supported by,
- Mrs Croskell – School Inclusion Manager
- Mrs Batey – Trust Inclusion Manager

The Head of Learning Support/SENCO reports directly to the Headteacher.

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Tarleton Academy believes that all children and young people are entitled to receive an education that enables them to achieve their full potential in becoming confident independent young adults ready to make a successful transition into the wider world, whether into employment, further or higher education or training.

Staff at Tarleton Academy will provide the best support to children and young people with SEND, whether or not they have an EHC plan. The Head of Learning Support/SENCO and/or the Inclusion Manager will inform parents when school is making special educational provision for a student.

Tarleton Academy aims to include all children and young people with SEND to take part in the activities of the school alongside those who do not have SEND, and Tarleton Academy will make arrangements to support those who have medical conditions.

All students have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to student achievement will mean that students with SEND and disabilities will have access to a full curriculum. Tarleton Academy is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. Tarleton Academy has a zero tolerance towards discrimination of SEND students. We actively promote equality of opportunity.

Every teacher is a specialist teacher of all children, including those with SEND.

2. AIMS AND OBJECTIVES

Aim

Our Learning Support faculty will empower young people to reach their full potential with quality first teaching at its heart. We aim to support and inspire students to be the very best learners they can be, by working alongside them and their teachers.

Objectives

- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
- To operate a learning support faculty that includes the SENCO and Inclusion Manager who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs students

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3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS & DISABILITIES

A student has SEND where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to students of the same age. Tarleton Academy advocates high quality teaching to be available for the whole class meaning that fewer students need specialist provision.

Tarleton Academy has strong links with the feeder primary schools and as such is able to build on the information that is shared as well as assessing student's attainment on entry to identify any students making less than expected progress taking into account their age and personal circumstances. At the same time Tarleton Academy will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, assess what reasonable adjustments can be made where appropriate.

The school uses the **graduated response** as outlined in the Code of Practice (2014)

The following groups of students are made up of children who may not have SEND but there may be an impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Student Premium Grant
- Being a Child Looked After
- Being a child of Serviceman/woman

All students with any identified additional needs such as those listed above, and medical needs, are placed on the Tarleton Academy Additional Information List (AIL).

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND. Identifying behaviour as a need is no longer an acceptable way of describing SEND. Where there are concerns about behaviour the Head of Learning Support/SENCO will liaise directly with the Student Services Team and assess whether or not there is an undiagnosed learning difficulty. If it is thought that there are socio-economic circumstances contributing to the disruptive behaviour then the Inclusion Manager will take a multi-agency approach and consider support from Children & Families Well Being Service.

There are four broad areas of need:

- Communication and interaction (e.g. Aspergers and autism)
- Cognition and learning (e.g. moderate, severe and specific learning difficulties, such as dyslexia)
- Social, emotional and mental health difficulties (depression and attention deficit disorder)
- Sensory and/or physical needs (vision or hearing impairments and physical disabilities)

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Tarleton Academy considers the range of needs of the whole child when planning support, not simply the primary need. In practice, individual children or young people often have needs that cut across all the areas of need and their particular needs may change over time.

4. A GRADUATED APPROACH TO SEND SUPPORT

Once a student is identified as having special educational needs then Tarleton Academy will take action to remove any barriers to learning and identify any effective provision or strategies to be put in place. This support will take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the students' needs and of what supports the student in making good progress and securing good outcomes.

This is known as a graduated approach and the four stages are:

- **Assess** – carry out a clear analysis of the students' needs
- **Plan** – decide the interventions and support to be put in place as well as the expected impact on progress and a clear date for review
- **Do** – the class teacher should remain responsible for working with the child on a daily basis, even where interventions involve group or one-to-one teaching
- **Review** – evaluate the impact and quality of the support and interventions and listen to the views of the student and parents

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, Tarleton Academy will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will be involved in any decision to engage specialist support.

Our Learning Support faculty will empower young people to reach their full potential with quality first teaching at its heart. We aim to support and inspire students to be the very best learners they can be by working alongside them and their teachers.

Nurture Group

The Learning Support Faculty initially assesses Year 6 students based on information received from the primary schools, Key Stage 2 data and by gauging their ability on the Year 6 Curriculum day held in the Summer term of Year 6. All known information is collated and those students identified as having the greatest need across the four broad areas of need are considered for placement in the Nurture Group. Intervention at this very early stage allows school to extend the transition period for those students less able to cope with the rigours of life in a mainstream secondary school. The group has a maximum of ten students and although the scheme of work runs in line with the mainstream classes it is pitched at a level which makes it more accessible to the students in the Nurture Group. The group is taught by

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specialist subject teachers and intervention is specifically targeted towards each individual child. Progress is constantly monitored and students are phased back into mainstream at a point during Year 7 or Year 8. These students are only identified as SEN if they do not make adequate progress once they have had all the intervention and adjustments.

Teachers throughout the school are responsible and accountable for the progress and development of the students in their class, including where students access support from specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

We have a rigorous and robust quality assurance process which includes:

- SLT and Learning Support Learning Walks
- Regular work scrutiny
- Lesson Observations

Decisions about making special educational provision follow discussions between subject specialist teachers and the Head of Learning Support/SENCO considering information about the student's progress, alongside national data and expectations of progress.

SEND Register

Students with higher levels of need, but without personalised funding, are put on the SEND Register at **SEND Support Plan**. Following assessments, meetings and reviews with the student and parents, a One Page Profile is co-produced by the Head of Learning Support/SENCO and the Inclusion Manager. The information contained within this profile is used to create a highly personalised Pupil Passport for use by all staff identifying where support is required and what strategies work. Regular reviews ensure that the views of the student and parents are taken into account. At this stage it may be necessary to engage the services of other professionals such as an Educational Psychologist, Speech and Language therapists, Occupational therapists, CAMHS and the SEND Team at Lancashire County Council. Any bid for involvement normally entails the completion of an Early Help Assessment (EHA) form which is dealt with by the Family Support Manager linked to Tarleton Academy.

Another small group of students have an **Education and Health Care Plan (EHCP)** which centres around joint commissioning based on the needs of the child. The EHC Plans will be:

- Clear, concise, readable and accessible to students, parents and practitioners.
- Specific about needs, outcomes and the provision needed for education, health and care.
- Supportive at key transition points, and
- Portable

Managing Students needs on the SEND Register

Tarleton Academy has a robust and rigorous reporting cycle as early identification and intervention is a priority for supporting all students. The Learning Support Faculty along with

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the child's tutor and respective House Progress Leads monitor progress and attainment throughout the school year.

SEND students will co-write their own Learning Passports with the Learning Support team. The passports inform the teaching staff of the preferred learning style of the student and the difficulties each individual student feels that they have. The passport is reviewed regularly by the Learning Support team.

Pupil Passports will also be written for students who do not have an EHCP but who we feel, in liaison with staff, parents and the student, might benefit from support.

The Learning Support Faculty has a comprehensive list of all students who have additional learning needs. This is updated regularly and shared with staff to inform personalised teaching.

The level of provision of support is decided on an individual basis, again through conversations with teaching staff, Student Services, parents and the student.

If Tarleton Academy is unable to fully meet the needs of a student through internal provision arrangements and progress is not being made by the student then the support of external agencies is sought. This process involves the consent of the parents and co-production of any referrals for early intervention including the EHA form and the request for Support from the Children & Families Well Being Service. The health and wellbeing of the student is paramount and we work closely with students and Student Services to ensure the highest provision for all students.

[LCC Local Offer](#)

External Agencies accessed by Tarleton Academy include:

- Child and Adolescent Mental Health Service (CAMHS) including the Complex Needs Team
- SEND Team at Lancashire County Council
- SENDIASS Team (Formally Parent Partnership)
- School Nurse and School Doctor/Community Paediatrician
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Audiology
- Children's Social Care
- Early intervention (including Children & Families WellBeing Service, Barnardo's, Child Action North West)
- Police Early Action Team
- Alternative and Complimentary Education and Residential Service
- Learning Support Services at local post 16 colleges
- LCC – Legal Services and Child Protection Teams
- Specialist Nurses – including Diabetes, Epilepsy and Stoma Nurses

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- Independent Translators

5. CRITERIA FOR EXITING THE SEND REGISTER

Generally students do not exit the SEND Register at Tarleton Academy as it is paramount that information is imparted to the post 16 placement to help prepare the student for adulthood.

6. SUPPORTING STUDENTS AND FAMILIES

Please follow the link below to Tarleton Academy's Local Offer:

[Local Offer](#)

In line with the SEND Code of Practice Tarleton Academy has compiled a SEND Information Report which will be published [here](#) on the school website:

Students with special educational needs will be admitted to Tarleton Academy in line with the school's admissions' policy.

[Admissions Policy](#)

We work very closely with local primary schools and parents to ascertain whether a child has been identified as having special educational needs prior to transfer to Tarleton Academy. When advised that a child has a learning difficulty we strive to work in partnership to plan and deliver an appropriate and differentiated curriculum.

Diagnostic testing informs access arrangements for internal assessments for all students and GCSE access arrangements for students in Years 9, 10 and 11. The Inclusion Manager, a qualified Specialist Assessor accredited by the British Psychological Society, has responsibility for this process.

7. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Supporting Students with Medical Needs, is published on the school website:

[Supporting Students with Medical Needs Policy](#)

8. MONITORING AND EVALUATION OF SEND

Tarleton Academy has a robust and rigorous reporting cycle as early identification and intervention is a priority for supporting all students. The Learning Support Faculty along with the child's tutor and respective House Progress Leads monitor progress and attainment throughout the school year, allowing an evaluation of any intervention put in place.

Tarleton Academy has a system of convening Learning Support Working Lunches whereby all teaching staff, Tutor and Pastoral Development Manager come together to discuss concerns over any student on a Student Support plan. Individual interventions are assessed and best practice shared to support the student more effectively.

Any concerns are highlighted to the Head of Learning Support/SENCO through the report cycle, from teaching staff, and this will trigger a thorough review of the effectiveness of the provision for all students.

9. TRAINING AND RESOURCES

Most of the resources used by students having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time to manage the support for special educational needs and meet the objectives of this policy. Tarleton Academy invests in the potential of new technologies to support communication and Teaching and Learning for students with SEN and disabilities.

Teachers are expected to make every effort to ensure that students with special educational needs are fully involved in the life of the class. For some students it will be necessary for them to spend some time in small groups or being withdrawn from the classroom for specific, timed activities related to their identified needs. This may be delivered by the teacher or specialist teacher and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom

- The Learning Support Faculty is allocated a budget in order to effectively target the support to match the needs of the student.
- Regular training for all school staff is arranged within the annual training plan and takes place on INSET days and as part of the schools continuing professional development programme.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Head of Learning Support/SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The Head of Learning Support/SENCO and the Inclusion Manager regularly attend SENDCo network meetings in South Ribble and in West Lancs districts in order to keep up to date with local and national updates in SEND.

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10. ROLES AND RESPONSIBILITIES

The following people are involved in ensuring provision is made for students with additional needs:

- There is a SEND Nominated Local Academy Councillor
- Head of Learning Support and Designated Teacher for Children Looked After – Mrs J Higham
- Inclusion Manager (including managing the school's responsibility for meeting the medical needs of students) – Mrs Croskell and Mrs Batey
- Mr Barnish and Mr Day – Designated Senior Leads with specific Safeguarding responsibility
- The Director of Resources Chief Operating Officer is responsible for managing Pupil Premium Grant/ Child Looked After funding.

11. STORING AND MANAGING INFORMATION

Information and documents are stored and administered in accordance with the school's data protection guidelines. Information, including tests and assessment information, is stored in locked cabinets in the SEN office and can only be accessed by authorised staff.

Tests and assessment information is stored and administered in accordance with the British Psychological Society (BPS) Code of Conduct. Currently, we normally hold the data securely in an electronic format which is password protected, until the student's date of birth plus 25 years. Paper documents are held in a secure, confidential facility until the student's date of birth plus 25 years and are then destroyed. Under the Data Protection Act (1998), all information and any subsequent support recommendations will remain confidential. However, in order to facilitate supporting each child to reach their full potential, it may be necessary to share some of the information with teaching professionals working directly with the child, learning support staff and the Joint Qualifications Council (JCQ) if an application for exam access arrangements is made. Where information sharing is required, this will be kept to a minimum and parents will be notified prior to the sharing of the information.

SECTION 12 – Reviewing the Policy

This policy will be reviewed annually by the Head of Learning Support/SENCO and the Inclusion Manager for presentation and agreement by the Local Academy Council, and will take into account any new requirements that may affect the progress and learning of the students at Tarleton Academy.

The policy is reviewed against the following criteria for success:

- Early Identification: Additional needs should be recognised prior to admission to Tarleton Academy through transition meetings whilst students are in Year 6. Further identification of student needs should continue to take place throughout all years.
- Staff should be aware of and implement provision for those students with additional needs. This should be indicated in lesson planning using appropriate teaching styles and resources.

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- Students with additional needs should make at least good/expected progress in school. Parents and students with additional needs should be fully involved in the planning of provision.
- Students with additional needs make a successful transition to post 16 education/employment / training.

13. ACCESSIBILITY

Statutory Responsibilities

The Disability and Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Tarleton Academy has produced an accessibility plan highlighting area of development in the short, medium and long term. The Accessibility Plan can be viewed here:

[Accessibility Plan](#)

14. DEALING WITH COMPLAINTS

If parents/carers have a complaint concerning provision for their child they should discuss this with the Head of Learning Support/SENCO. If this proves unsuccessful the matter should be referred to the Headteacher. Procedures will then be followed in line with the School's complaints policy. Finally if the complaint is still not resolved it should be taken to SENDIST and/or Secretary of State.

[Complaints Policy](#)

15. BULLYING

The Learning Support Team works very closely with Student Services to maintain our zero tolerance approach towards any form of bullying. Our PHSC and Assembly provision promotes independence and builds resilience in our students learning as well as teaching students about issues such as bullying and how to understand and be a safe user of social media.

[Anti-Bullying](#)

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16. CONTACTS

If you have any queries or concerns the Learning Support Team can be contacted as follows:

By email: SEND@tarletonacademy.org

Mrs J Higham – Head of Learning Support/SENCO

Mrs Croskell – School Inclusion Manager

Mrs Batey – Trust Inclusion Manager

By telephone: 01772 812644

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DSL and minor amends made July 2022