



Special Educational Needs and Disability Policy

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Statutory guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 years (2014)
- Special Education Needs and Disability Regulations 2014
- Section 69 of the Children and Families Act 2014 (related to admission arrangements for students with disabilities).
- Equality Act 2010: advice for schools DFE Feb 2013
- Keeping Children Safe in Education

The policy was created by the school Special Educational Needs Coordinator (SENCo) the Assistant SENCo's and in consultation with Governors, parents and carers.

The Special Educational Needs Coordinator is Mrs Ashleigh Smith, Assistant Principal
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The Assistant Special Educational Needs Coordinators are Sharon Fox and Chris Gregory.
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Senior Leadership link person is therefore Mrs Ashleigh Smith.
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The Special Educational Needs link Academy Councillor is Mrs Alison Parr.

The Definition of Special Educational Needs

Taken from the SEND Code of Practice 0-25 years:

“A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

For a child of two and over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age in mainstream schools, maintained nursery schools and mainstream post-16 institutions or by relevant early years providers.”

Rationale

The Orme Academy is an inclusive school. We believe that all students, including those identified as having a special educational need, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and they should be fully included in all aspects of school life.

We believe that all students should be equally valued in school. We strive to develop an environment where all students can learn, participate and achieve the best possible outcomes and feel safe.

This does not mean that we treat all students in the same way, but that we will respond to students in ways which take into account their varied life experiences and needs.

Aim

At the Orme Academy we aim for students with special educational needs (SEND) to be fully included in all academic and social aspects of school life. We aim for SEN students to engage and achieve to their full potential from Year 7 through to Year 11.

Objectives for meeting the aims

- 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 involve students and young people in planning and any decision making that affects them.
- To involve Parents/Carers at every stage in the planning and provision to meet their child's Special Educational Needs.
- To ensure that students with SEND needs are perceived positively by the whole school community and that SEND and inclusive provision is positively valued and accessed by staff and Parents/Carers.
- To ensure an inclusive ethos where all SEND students have access to all areas of the curriculum, and all teachers are responsible for meeting their needs through Quality First Teaching.
- To ensure that when students need additional support or adjustments to their curriculum this will be identified through the Graduated Approach of Assess, Plan, Do, Review.
- To provide a Special Educational Needs Coordinator (SENCo) and a Special Educational Needs team who will implement the SEND Policy.
- To provide specific input, matched to individual needs for those students identified and placed on the SEND register. Specific provision could be via differentiated class teaching and learning whilst other identified provision would be individual to the learner.
- To provide support and advice for all staff working with students with SEND through on-going support, induction programmes for new staff and Early Career Teachers (ECTs) and on-going training for all staff.

- To work collaboratively with other agencies to ensure that the child or young person receives the necessary support whilst in school.

Identifying students who have Special Educational Needs

There are four broad areas of Special Educational Need (as defined in the SEND Code of Practice 0-25 years):

1. **Communication and interaction:** children with speech, language and communication needs, have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autism or Asperger's are likely to have particular difficulties with social interaction.
2. **Cognition and learning:** children and young people will learn at a slower pace than their peers, even with appropriate differentiation. Specific Learning difficulties such as dyslexia, dyscalculia and dyspraxia come within this area of need.
3. **Social, emotional and mental health difficulties:** children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include become withdrawn or isolated, as well as displaying challenging, disruptive behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), deficit of attention, motor skills and perception (DAMP) or attachment disorder.
4. **Sensory and/or physical needs:** this can include visual impairment, hearing impairment and physical disability.

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has special educational needs and identify appropriate provision to meet the child's needs. Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behaviour strategies usually implemented.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids for equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

Students in Y7-Y11, or any student who is new to the school, can be referred to the SEND Faculty by subject teachers. The SEND referral process enables SEND teachers to access a range of data on a young person. If the data raises concerns about progress or specific difficulties, further assessment takes place, and additional support is put in place for the young person.

Adapting work is the first step in responding to students who have special educational needs. We recognise that some SEN students will need provision that is additional to and different from that of their peers. These students receive a personalised package of support and are placed on the SEND Register.

Through a graduated approach and the process of Access, Plan, Do and Review teachers should carry out a clear analysis of students' needs. If assessment data shows that, despite high quality teaching which has been targeted at a student's area of weakness, progress is significantly slower than that of their peers starting from the same baseline, the student can be referred to the SEND team via the SEND referral process. If assessment data indicates a student is not achieving positive outcomes further assessment can take place and the student can be placed in an intervention to meet his/her needs. This process takes place in consultation with the student and parents.

Students on the SEND Register are monitored by the SENCo in line with the whole school assessment procedure. Teachers in the SEND Faculty complete additional monitoring for key students on the SEND Register.

Persistent disruptive behaviour does not necessarily mean that a student has SEND needs. Where there are concerns, an assessment can take place to determine whether there are any underlying difficulties with communication or mental health issues. The SENCo can do this through referral to the necessary external agency.

Transition Arrangements

Transition from primary school to high school for children identified with SEND will include:

- If the young person has an Education and health care or has been identified as having additional needs, the Special Educational Needs Coordinator (SENCo) liaises with the SENCo from the feeder primary schools during Y5 and Y6.
- The SENCo or the Assistant SENCo visit all feeder primary schools in Term 6 of Year 6 and gathers information, from class teachers and the SENCo, about any student who has been identified and is receiving extra support which is 'additional to and different from' the teaching within their class. This information is shared with the Head of Year 7 and cross referenced with our Local Support Teams.
- Information regarding students who have been placed on the SEN Register in primary school is passed on through the schools information process via the Local Authority.
- On entry into The Orme Academy students are assessed using standardised tests for reading/spelling. Teacher Assessment and SATS levels are passed on from primary schools. The data is analysed and students who meet the criteria set for intervention, which is additional to or different from **most** students of the same age, are placed on the SEND Register and receive intervention to meet their individual need.

If a child moves into our Academy during or after Year 7, the SENCo liaises with previous schools or Local Authorities of students with SEND needs.

Managing the needs of students on the SEN Register

Parents/Carers of students identified with SEND needs will be contacted if the student is placed on the SEN Register and has been placed in an intervention which is additional to or different from classroom teaching. Parents/Carers will also be informed of the person delivering the intervention and timings of the intervention. The SENCo and SEND Team use specific criteria to place students within interventions led by the SEND Learning Support Team.

Once a student has been placed on the SEND Register through assessment or through the process of statutory assessment their needs will be monitored where relevant through the statutory reviewing process and whole school assessment procedures. Monitoring and assessment takes place by SEND staff on entry and exit into interventions and by the SENCo and Assistant SENCos in line with the monitoring procedures undertaken by Heads of Department.

Regular meetings and communication takes place between SEND staff and parent/carers of students with SEND needs. Formal meetings for students with Education, Health and Care Plans take place once a year. Students with diagnoses of Autism or Asperger's may also have bi-annual formal meeting. Parents/Carers of students with SEND needs are encouraged to contact the school as and when necessary throughout the year. Parents can also meet with subject teachers as part of the parent evening cycle.

Through the assessment and monitoring cycle any student who is on the SEND Register, and who is significantly unable to access the curriculum despite a personalised package of support which has taken place over at least two terms, can be referred to the relevant external agency by the SENCO. Parents/Carers and the student will be fully involved in this process.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student, the student has not made expected progress the SENCo with the support of the parent/carer can consider requesting an Education, Health and Care Plan needs assessment.

The SENCo follows the Local Authority recommended procedures of using the Staffordshire Graduated Response Plan to apply for additional funding to support a student who is failing to make progress following intensive intervention.

Students who make significant progress can be removed from the SEND Register.

Supporting students and families

The SEND team can be contacted at any time using school email.

The SENCo and Assistant SENCo have information on agencies such as Supportive Parents and the Autistic Spectrum Disorder Outreach Team (AOT).

SEN staff will liaise with General Practitioners, Paediatricians and Child and Adolescent Mental Health teams on request of parents/carers.

Parents/Carers can contact the SEND team prior to their child's admission to arrange visits and consultations.

Students can be assessed for Exam Access Arrangements (reader, scribe, prompt, extra time, word processor, etc.) during the latter stages of Y9. The final decision re Access arrangements is made externally by the Exam Boards.

The SEND faculty identifies students for exam support in Y7-9 in consultation with Faculties and subject teachers.

There is a transition programme for Y6 students with SEND needs which is in addition to the induction programme for Y6 students. From Y9 the transition into Key Stage 4 for SEND students with EHCP or for students with Autism / Asperger's who are not in receipt of EHCP's is monitored and preparing for adult life is an explicit element of any review meeting.

The SEND team supports Y11 students and parents through the transition and application process and, if needed, can support visits to Post 16 providers.

Monitoring and evaluating SEND provision.

Subject teachers and SEND teachers monitor the effectiveness of differentiated lessons using the graduated approach and the four-part cycle of Assess, Plan, Do and Review by analysing student progress using whole school assessment procedures. All lessons are planned; teachers are expected to use the information for each child to adapt their lessons to ensure that reasonable adjustments and targeted provision is in place for individuals and groups.

As part of their evaluation the SENCo and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND. Success factors will include:

- Early identification of pupils with SEND through rigorous assessment and excellent information sharing.
 - Students' views and opinions are considered.
 - The school and parents work in partnership.
 - Interventions and provision are regularly reviewed and evaluated via individual progress, data collection and tracking.
 - The school works in close co-operation with other agencies and fosters multi-agency working.
- How are these needs identified and assessed?

The individual needs of the student will be assessed by one or a combination of the following:

- Assessments, test results and information from primary school, parents, and outside agencies. o Testing to establish reading age, spelling age, reading comprehension, mathematics skills assessment etc. Teacher observation/referral to SENCo via graduated response (Special Educational Needs Support Service to support the above).
- The use of internal assessment tools, such as Boxall Profile tests and screening assessments.
- Reviews of Educational Health Care Plan (EHCP) and Pupil Passports (internal SEND learning plan) targets.

Please note that the school cannot diagnose any individuals with a learning disability, screening tests highlight any tendencies or characteristics that may be shown. Any diagnosis must be tested for and provided by the appropriate external agency/health professional.

The SENCo monitors and evaluates SEND provision in line with this policy and the Orme Academy Learning and Teaching Policy.

The SENCo prepare progress reports for the Academy Council who then review this policy annually.

The progress of students with SEND needs is reported to parents via the whole school reporting system and/or through review meetings.

Education and Health Care Plan (EHCP)

The majority of children and young people with special educational needs and/or disabilities will have their needs met within local mainstream early years' settings, schools or colleges. Some children and young people may require an education, health and care needs assessment in order for the LA to decide whether it is necessary for it to provide extra provision. An EHCP summarises the student's abilities and specific difficulties. It also states how the LA considers the student's needs could be best met. Not all students with identified special needs will be in receipt of an EHCP. Subject teachers, progress leaders, parents, specialist teachers, educational psychologists and health professionals may be involved in any formal assessment procedure leading up to an EHCP being issued.

The purpose of an EHCP

An EHCP will have long-term targets, specific to the child or young person's special educational need. These targets will be set out in provision (usually an allocated amount) and monitoring documentation and be implemented, at least in part and as far as possible, in the normal classroom setting. All targets are reviewed annually, with the parents / carers, young person and involved professionals invited to consider the progress made by the young person and whether any amendments need to be made. Shorter steps to achieve the long-term targets will form part of the annual review. At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

EHCPs should be forward-looking documents. They should:

- Meet the special educational needs of the child or young person.
- Secure the best possible outcomes for them across education, health and social care.
- Prepare young people for adulthood as they get older.
- Help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions.
- Specify how services will be delivered as part of a whole package.
- Explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

Education, Health and Care (EHC) plans after 16

If your child has an EHC plan, it does not have to end when they leave school. Their plan can continue up to the age of 25 as long as they still have special educational needs and/or a

disability and remain in some kind of education or training. This is regulated by the LA (Local Authority).

When an EHCP assessment is necessary

The Local Authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for your child or young person in accordance with an education, health and care plan.

The education, health and care needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early year's provider, school, post-16 institution or other provider.

In a very small minority of cases children or young people may demonstrate such significant difficulties that a school or other provider may formally identify that they cannot meet the needs and/or provide what is outlined in the plan. As such specialist provision may be more appropriate.

Staff Development

The school is committed to developing the expertise and professional development of all the staff in relation to SEND to enable them to meet the needs of pupils. Once it has been identified that a child experiences difficulties in one or more subject area, the first step in responding to this is to ensure that the child experiences high quality teaching, which is adaptive, and considers their prior attainment and difficulties. Additional support or intervention cannot compensate for a lack of good quality teaching. Teaching staff are supported to ensure that they can meet the needs of every child in their class.

The SEND team delivers training as part of the Continual Professional Development programme at the school. Training takes place via ACE teaching sessions for subject teachers.

The SENCo and Assistant SENCo attend all relevant Local Authority SEN training and take part in the SET Hub meeting.

Responsibilities

The SEND Academy Council link member is Mrs Alison Parr. It is the responsibility of the Principal and the SENCo to keep the Academy Council fully informed of the provision for students with SEND needs.

The SENCo is an Assistant Principal and therefore a member of the Senior Leadership Team. It is the responsibility of the SENCo and Assistant SENCos to liaise with parents of students with SEND needs.

It is the SENCo, Assistant SENCos and SEND teachers' responsibility to liaise and advise subject teachers on the graduated approach to providing SEND support and strategies/ information to further support students with SEND needs.

It is the SENCo, Assistant SENCos and SEND teachers' responsibility to assess and monitor the progress of students who receive additional provision.

The Learning Support Assistants (LSAs) are line managed by the SENCo and the Assistant SENCo. The LSAs are attached to specific year groups and support designated students. It is the responsibility of the LSA to monitor the progress of the students against the learning outcomes in the classroom and to keep the, Assistant SENCo and SENCo informed.

The designated teacher with Safeguarding and Looked after Children responsibility is Mrs Aimee Caulkin, Assistant Principal

The designated teacher with responsibility for Disadvantaged Students is Mr I Verow, Vice-Principal

Accessibility

At the Orme Academy we support all of our students to be fully included in all aspects of school life. Our aim is to ensure that students with SEND needs join in the activities of the school together with students who do not have special educational needs, in so far as it is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other students in the school and the efficient use of resources. The SEND Information report gives details of inclusive practice.

Dealing with complaints

Any complaints about SEND provision can be made directly to the SENCo or to the Principal. Alternatively, the school has a Complaints Procedure Policy which can be accessed via the School website.

Staffordshire SEND Local Offer

Staffordshire Local Offer provides information in one place for children and young people aged 0 25 with special educational needs and disabilities (SEND), their parents/carers and professionals. The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive. The Children and Families Act 2014 requires each Local Authority to produce and publish a Local Offer which sets out in one place information about provision available across education, health and social care for children and young people in the area who have special educational needs or are disabled.

[Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)
[Staffordshire Connects | A guide to your SEND Local Offer?](#)
[Staffordshire Connects | Local Offer for young people](#)

Reviewing the SEND Policy

The policy will be reviewed annually by the SENCo and the Shaw Education Trust.

SEND Support Pathway

