



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

LAST REVIEW DATE	September 2019	REVIEW PERIOD	Bi-annually
NEXT REVIEW DATE	September 2021	OWNER	
TYPE OF POLICY		APPROVAL LEVEL	

Introduction

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

At Victory Park Academy, all young people have access to a broad and balanced 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
- 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 Academy 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.

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
- Sensory and/or Physical

Aims

The aims of this policy are to raise the aspirations and expectations of all pupils with SEN. Victory Park Academy provides a focus on outcomes for children and young people rather than emphasising hours of provision and support and aims 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 Victory Park 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 and balanced curriculum and developing their individual strengths and potentials.
- Work towards integrating students back into mainstream education wherever possible.
- Promote Equality of Opportunity for all and encourage students to develop respect for themselves and others.

Introduction

Victory Park 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 educational provision made generally for children of a similar age.

All students at Victory Park Academy have identified needs in the area of Social, Emotional and Mental Health (SEMH).

Victory Park Academy has full regard of the Special Educational Needs Code of Practice and SEN Disability Act when carrying out its duties towards all students.

Students with medical needs may present with a temporary special educational need. Students at Victory Park Academy will usually be at Special Educational Need support (SEN) stage or have an Educational Health Care Plan (EHCP). The exemption to this may be some of those students who present with medical problems or those which are supported on a part time basis as part of reintegration for a mainstream setting.

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 Team, staff and Advisory Board at Victory Park 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 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 reach their potential.
- Helping learners to be fully involved in all parts of school life.
- By treating all members of the Victory Park 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 Head teacher, determines the general policy and approach to provision for all students to establish the appropriate staffing and funding arrangements and maintain an oversight of the Academy work. The Executive Head Teacher reports annually to the Advisory 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

- Overseeing the day-to-day operation of Victory Park Academy SEND policy.
- Ensuring regular liaison with parents, promoting a joint approach to learning at the 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 Care, Safeguarding, Emotional Wellbeing and Mental Health Service (EWMHS) and 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 carrying out annual reviews if applicable.

Class teachers have responsibility to deliver quality first teaching, and to differentiate planning to meet the need of all learners. It is also the responsibility of all teachers to set both behaviour and learning targets, and carry out assessments regularly.

Admissions

Students are admitted to Victory Park Academy through a number of different avenues:

- Students with an Education, Health and Care Plan (EHCP) are admitted via the Local

Authority SEN department.

- Students with and without an EHCP but with a history Social Emotional and Mental Health (SEMH) difficulties may be admitted via the Fair Access Panel (FAP).
- Students experiencing poor physical and mental health may be admitted in response to a referral from a Medical Consultant.
- Students who are permanently excluded from their mainstream school can attend Victory Park Academy full time until an alternative mainstream school is identified.
- Mainstream schools can refer pupils for short term placements at the Turn Around Group and Return to Learning group (secondary), and the nurture provision (primary).
- Victory Park Academy also supports the LA in providing 6th day provision.

Resources

There is no specific SEN budget at Victory Park Academy as all students are considered to have special educational needs. Senior leaders, class teachers, and the SENCO can request resources they identify as appropriate for individuals and for supporting an appropriate curriculum, through the Executive Head teacher, who will prioritise accordingly.

Identification, Assessment and Review

At the point of referral all students will be invited to one of the following meetings alongside parents/carers.

The aim of the intake meeting is to gather all appropriate information about the student and the family; an Initial Referral Form is also completed. This questionnaire enables us to compile all contact details, family and social history, medical details and welfare, educational history including support offered and taken up, as well as agency involvement. Highlighted concerns are then passed on to relevant in-house staff and external agencies towards accessing appropriate support.

Initial Assessment

On entry to Victory Park Academy, each student will have baseline assessments in behaviour and learning and will complete the Wide Range Achievement Test (WRAT). A Social Independence Survey will be sent to the mainstream school for completion.

All children will have learning and behaviour targets which are reviewed and updated frequently to evidence progress. Rewards are awarded in accordance with the behaviour policy.

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. For excluded students the primary barrier to learning of all children at Victory Park Academy is in the area of Social, Emotional and Mental Health Difficulties and all students are placed at Special Educational Needs support (SEN). In the case of medical referrals barriers may be physical, emotional or psychological.

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

- Build upon the pattern of learning and experience already established.
- 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.
- Ensure on-going observation and assessment to provide regular feedback about the student's achievements to form the basis of planning the next steps of learning.
- 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.
- Advice from an Educational Psychologist.
- Review meeting with mainstream school.
- Referral to other professionals: eg. Speech and Language, Child Development Centre, Social Services and the Emotional Wellbeing Mental Health Service.
- Request for a statutory assessment.

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 SEMH.
- 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 morning break and lunch time.
- Outdoor Learning to encourage development of social skills and self-esteem.
- Bespoke timetables / Personalised Learning Plans.

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:

- Targets which are reviewed termly.
- End of Term Reports
- Annual Reviews (if applicable).

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 through target setting, regular reviewing of those targets, work scrutiny, attendance and in face to face meetings with pupils and parents.

Evaluating Success

The success of the provision made at Victory Park Academy will be measured by:

- Improving reading, comprehension and spelling skills
- Reducing the gap to within age appropriate levels.
- Improving expressive and receptive language skills.
- Meeting learning and behaviour targets.
- Reduction in the number of 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 attending any review meetings for students.
- Students who have been full time at Victory Park Academy for 6 months or more leaving 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 Senior Leadership Team (SLT)/SENCo.

External Support / Resources

Victory Park Academy has supportive working relationships with:

- Locality Services

- Social Care
- Attendance Advisory Services (CFEIT).
- EWMHS (formally CAMHS) and other Medical Services.
- Parent Partnership.
- 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).
- Connexions.
- Edge of Care Team.
- Targeted Youth and Young Carers.
- Adolescence Intervention and Prevention Team.

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, Victory Park 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.
- Can make appointments for parents / carers 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.

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 a 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. An induction programme is in place to support transition.

This policy is reviewed bi-annually.