



# ERASMUS DARWIN ACADEMY

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Change Record		
Version:	Date	Description
1.1	26/01/16	Item 3 – 3.2.2 - change to bullet point 3; 3.2.4 – new fifth bullet point; 3.2.5 - new second and last bullet point; 3.2.6 - new third, fifth to eighth bullet point. 8.1 – third bullet point examples changed. 9.2 – added 10 – Person Centred Plans section added. 15.2 – new fourth bullet point.
1.2	06/02/18	Changes to Sections 1, 2, 3, 5, 8, 11, 13, 15
1.3	04/02/20	Additional section 9.2
1.4		

**“Erasmus Darwin Academy promotes the safeguarding and welfare of children in its care; all policies support the “Safeguarding Policy”.**

# SPECIAL EDUCATIONAL NEEDS POLICY

## 1. Principles and Objectives

- 1.1 Erasmus Darwin Academy aims to achieve 'Excellence for All' through the promotion of our Academy values; Respect, Excellence, Determination, Friendship, Equality, Inspiration and Courage.
- 1.2 In order to meet our aims, Erasmus Darwin Academy will ensure that we meet legal duties and obligations under the SEN Code of Practice 2015 by:
  - Identifying students experiencing difficulty in achieving their full potential;
  - Ensuring that all identified students have access to a broad, balanced and appropriately differentiated curriculum;
  - Ensuring all staff are aware of their responsibility towards all identified students and are supported in developing the necessary skills and confidence to teach them;
  - Recognising and celebrate the strengths and achievements of identified students in order to safeguard and build their self-esteem;
  - Encouraging and support students to develop independence as learners and thinkers, thereby providing them with skills for life;
  - Working in partnership with parents, carers and outside support agencies.

## 2. Definition of Special Educational Needs (SEN)

- 2.1 A child and young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.
- 2.2 A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age.  
(DfE Code of Practice, 2015)

**AT ERASMUS DARWIN ACADEMY, IN OUR DAILY COMMUNICATIONS, WE USE THE TERM 'ADDITIONAL NEEDS' WHEN REFERRING TO ANY STUDENT WITH IDENTIFIED SPECIAL EDUCATIONAL NEEDS, MEDICAL NEEDS OR DISABILITIES.**

## 3. Roles and Responsibilities

### 3.1 Governors

- To ensure effective and rigorous implementation and monitoring of the policy.

### 3.2 Staff

#### 3.2.1 All Staff

- To be aware of the aims and principals of the policy and how they can contribute to it.
- To be aware of the latest Safeguarding information regarding students with Special Educational Needs and Disabilities and report concerns as outlined in the Safeguarding Policy.

#### 3.2.2 SENCo

- As Special Educational Needs Co-ordinator (SENCo), to lead high quality provision for SEN within the Academy;
- To lead the Learning Support Team in co-ordinated support for students with SEN;

- To ensure that all staff have accurate and up to date information regarding students' Additional Needs including access to Standardised Scores for literacy and numeracy;
- To monitor, review and evaluate the delivery and impact of the Special Educational Needs Policy;
- To liaise with parents, carers and outside agencies to ensure the aims of the Special Educational Needs policy are met.
- To promote the highest achievement of students with SEN and to monitor their progress towards agreed targets;
- To report to the Senior Leadership Team and Governors on a regular basis with regards to SEN provision and outcomes.

### 3.2.3 House Principals

- House Principals are accountable for the progress and well-being of all students in their House. They will actively support interventions and liaise directly with parents and the SENCo.

### 3.2.4 All TLR Holders

- To be responsible for the co-ordination of classroom-based support for students with additional needs, in their Faculties and subject areas;
- To monitor the progress of all students with SEN within their subjects;
- To monitor and evaluate the consistent application of the policy at Faculty/subject level;
- To provide support and training for Faculty/subject members where appropriate;
- To collate evidence of provision for students with SEN within their subject areas;
- Liaise with temporary and regular supply staff regarding SEN needs and issues;
- To plan curriculum and homework to meet the needs of students with SEN;

### 3.2.5 Teaching Staff

All teachers are teachers of students with SEN. Teachers have specific responsibility to:

- Plan lessons and learning activities that meet the needs of students with SEN in the classes they teach;
- Be aware of students with Standardised Scores below average for literacy and numeracy;
- Develop appropriate differentiated learning strategies to ensure that all students access the curriculum and make progress;
- Provide additional support and intervention as required;
- Work collaboratively with Learning Support Assistants (LSA) to develop in class support programmes for students with SEN;
- Provide information to the Link LSAs and the SENCo where students are underachieving;
- Seek support and follow advice gained from the Learning Support Team in order to improve the progress of under-achieving students;
- To use the 'Cause of Concern' procedure and implement 6 weeks of intervention under the Assess, Plan, Do, Review cycle where persistent underachievement is evident.
- Account for MEP targets and plan learning to ensure that identified students are supported to meet these targets;
- Provide evidence of additional support within lessons and for formalised assessments as part of schemes of work;
- To plan lessons, learning activities and homework to meet the needs of students with SEN.

### **3.2.6 Learning Support Manager**

- To support the SENCo with monitoring and evaluating the provision for students with SEN;
- To support the SENCo with leading the Learning Support Team in ensuring a co-ordinated approach to SEN;
- To work collaboratively with outside agencies and provide information on recommendations to staff;
- To liaise with parents, carers and outside agencies;
- To monitor progress of students with SEN;
- To contribute towards CPD for the Learning Support Team and Teaching Staff;
- To support the SENCo with the transition process.

### **3.2.7 Learning Support Assistants**

- To work collaboratively with teachers to ensure that students with SEN make good progress;
- To support teachers with differentiation and intervention for students with SEN;
- Jointly plan with teachers, where appropriate;
- As members of the Learning Support Team to take responsibility for designated roles and a range of activities based in the Learning Hub;
- To liaise with outside agencies where relevant;
- To monitor MEP targets and provision and review on a termly basis;
- To keep accurate records of all interventions, meetings and involvement with all students with SEN
- Support SEN pupils on Educational Visits and all other pupils where possible.

### **3.3 Those with parental responsibility**

- To support the Academy with the aims of the Special Educational Needs Policy;
- To work in partnership with the SENCo, Learning Support Manager and Learning Support Assistants to ensure appropriate support for students with SEN;
- To attend review meetings with their son/daughter as required.

## **4. Admissions**

- 4.1 Students with an EHCP have priority over other student admissions as stated in the Academy Admissions Policy.
- 4.2 The Academy will admit students with SEN on the same basis as other students unless it is deemed that the Academy is not able to meet the identified needs of the student.

## **5. Disabled Access**

- 5.1 The Academy is committed to ensuring appropriate adjustments are made to ensure that students with a physical disability can access the site. However, it must be noted that the resources available to the Academy are not entirely suitable for meeting all long term accessibility issues.
- 5.2 The adjustments currently in place include ramped access. The Academy has in place an Equality Action Plan and it endeavours to make appropriate adjustments where necessary.

## **6. Academy SEN 'Offer'**

- 6.1 The Academy SEN 'Offer' meets the SEND Code of Practice 2015. It outlines the resources, support and intervention available for students with Additional Needs. The 'Local Offer' is

available to parents online via the Academy website and it is also available printed in hard copy in Reception.

- 6.2 The Academy SEN 'Offer' template used by Erasmus Darwin Academy is based upon the one provided by Staffordshire Local Authority and support outlined in this document will be reviewed termly.

## **7. Resources**

- 7.1 The Learning Support Team is funded entirely from Academy resources delegated from the Education Funding Agency.
- 7.2 Additional funding for resources may be obtained through an application for AEN funding to the Local Authority.
- 7.3 AEN funding is available for students with more severe and complex difficulties through the Local Authority.

## **8. Identification, Assessment and Review**

- 8.1 The Academy is committed to early identification of SEND as students enter Year 7. This is achieved by:
- Close liaison with and the transfer of detailed information from primary schools;
  - Utilising information from parents and carers;
  - Close analysis of standardised test scores e.g. GL Assessments in the Autumn Term of Year 7;
  - Acting upon information received from teaching staff, support staff and parents within the first term and beyond.
- 8.2 The Academy also recognises that students may develop additional needs during adolescence that may not have existed at the transition phase. Processes of identification therefore remain in place throughout. These include:
- Information from parents and carers;
  - Standardised tests;
  - Utilising information from teaching staff, support staff and outside agencies.
- 8.3 It is important to note that the Academy works with many outside agencies who may conduct additional tests at the request of the SENCo. Parental consent will be sought before all assessments are conducted. Parents/ Carers may be required to meet with the outside agencies before or after the assessment has taken place in order to share important information.
- 8.4 Whilst we endeavour to support SEN and identify difficulties and barriers to learning that students may face, Academy staff cannot identify Specific Learning Difficulties such as Dyslexia and Dyscalculia. Although we offer standardised test that highlight difficulties with literacy and numeracy, these will not result in a formal 'diagnosis' of any learning need.
- 8.5 Under the new Code of Practice the Academy is required to set up three parental meetings throughout the academic year. Normally these will take place in school time with the student present and will be led by the Link Learning Support Assistant. Where the needs are more significant, or where concerns have arisen the meeting will be held with the SENCo.

8.6 Students will also receive a Provision Map at the end of each term. The provision map outlines the support available to each student on the additional needs information document.

8.7 Students who are in receipt of an Education, Health and Care Plan will also have an MEP and a Provision Map. Parents/Carers will be invited to the Academy each term to discuss progress. One of the meetings will be the Annual Review where paperwork is forwarded to the Local Assessment Team for their records.

## **9. Education Health and Care Plan (EHCP)**

9.1 The Staffordshire Assessment Team has set the criteria for applications for EHCPs. In order for any application to be processed the student must meet the criteria and the appropriate prior intervention must have been put in place. Students, Parents and outside agencies working with the school must have been involved in a Staffordshire Common Assessment Framework (SCAF) meeting with clear targets, success criteria and reviews. Where students have not made progress through this part of the pathway an EHCP application will be considered.

9.2 The EHC Hub is a new digital approach in Staffordshire to creating and maintaining Education and Health Care Plans. It will be used for new assessments and the Reviews of existing EHC Plans.

## **10. Person Centred Plans (PCP)**

10.1 The Person Centre Plan will be created following an unsuccessful EHCP application where the student is deemed not to meet Local Authority Criteria.

10.2 PCPs are not legally binding documents; however, the Academy will endeavour to meet the targets outlined and provide the recommended support from within the internal resource budget.

## **11. Additional Needs Information Document**

11.1 The Additional Needs Information Document is a central document available to all staff via the Staff Intranet. This document includes information about all EHCPs, students who are entitled to SEN Support, students to monitor for SEN Support and students with a paper colour preference for reading. If a student appears on this document they must be highlighted on all seating plans. This document is reviewed termly and updated. Staff must ensure that this is checked termly and seating plans and differentiation updated as appropriate.

11.2 Teaching staff are accountable for making appropriate use of the Information on the Additional Needs Information Document as they plan and deliver all lessons across the curriculum. They must also take account of this information when they are analysing the progress of students over time.

## **12. Curriculum**

12.1 It is a fundamental aim of the Academy that every student should access to a broad and balanced curriculum. In order to ensure this takes place, any withdrawal from lessons is carefully controlled and monitored and is used only where the benefits to the student are clear and cannot be secured in any other way. Students may be withdrawn from some lessons for mentoring sessions or small group workshop sessions.

- 12.2 Disapplication (where students are released from curriculum subjects or option blocks to enhance knowledge in core subjects) will be at the discretion of The Principal after careful consideration of all information relevant to the individual student.
- 12.3 Teaching staff with responsibility for leading specific subject areas must take account of the needs of students with SEN when planning schemes of learning, subject assessments and the range of teaching and learning strategies used by teachers.
- 12.4 Teaching staff with responsibility for leading specific subject areas must take account of the needs of the students with SEN when planning homework and extended learning opportunities.
- 12.5 Teachers must explicitly differentiate homework for students with SEN.

### **13. Support for students with SEN**

- 13.1 Support for students with SEN is provided as appropriate in order to facilitate access to the curriculum. Learning Support Assistants are linked to faculties in order to provide Faculty Leaders and Lead Teachers important information when considering the planning of learning for students with SEN.
- 13.2 Formal access arrangements are provided for students when necessary during public examinations, in liaison with the school's Examinations Officer and according to the rules of the Examination Boards.

### **14. Staff Development**

- 14.1 All staff and governors at the Academy have access to professional development on SEN matters. For staff, this will include an annual review of students with Additional Needs held at the beginning of each academic year. When new staff join the Academy, induction sessions include information on a range of additional needs. Outside agencies may also be used to deliver specialist disability and additional needs awareness sessions.
- 14.2 All staff are expected to make requests for further professional development to support them to develop skills to support students with additional needs as appropriate. Governors will access training on Additional Needs as appropriate.

### **15. Reports to Governors**

- 15.1 An annual SEN report will be produced each year for Governors and shared on the Performance and Standards Committee. A Link Governor will meet the SENCo at least annually to review the provision for Additional Needs students.

### **16. External Agencies**

- 16.1 The Academy has contact with a range of support services. including:
- Health Services;
  - Social Services;
  - Local Support Teams;
  - Entrust Careers and Participation Service;
  - Voluntary services as appropriate.

## **17. Partnership with parents, carers and students**

17.1 Erasmus Darwin Academy is committed to including identified students fully in all processes involved in meeting their Additional Needs. We aim to develop a positive partnership with parents and carers of students with Additional Needs in order to plan provision and review progress. Involvement might include:

- Discussions with relevant Academy staff;
- Input to provision and planning;
- Sharing details of external reports and assessments;
- Participation in reviews and parent's/carers' meetings.

17.2 All parents of students with SEN will have the opportunity to meet with Link Learning Support Assistant or the SENCo on a termly basis.

17.3 Parents and carers of students with an EHCP are invited to attend the Annual Review Meeting and to be actively involved in the review process.