



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	10/02/21	Changes to Sections 3.2.4, 3.2.5, 13.1, 17.2
1.5	08/02/22	Changes to Section 9, 10, 11, deletion of Section 10
1.6	05/01/23	Changes to 3.2.5 – adaptive teaching, 3.2.7 – LSA Class Profiles, 8.5 – MEP evenings, 10.1 – additional needs document information, 11.5 – reasonable adjustments, 15.1 – external agencies.
1.7	12/12/23	Minor adjustments including: job titles, update to APDR at subject level, inclusion of access arrangements at subject level,

“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 SEND 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 (SEND)

- 2.1 A child and young person has SEND 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 SENDCo

- As Special Educational Needs Co-ordinator (SENDCo), to lead high quality provision for SEND within the Academy;
- To lead the Learning Support Team in co-ordinated support for students with SEND;
- 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 SEND and to monitor their progress towards agreed targets;
- To report to the Senior Leadership Team and Governors on a regular basis with regards to SEND provision and outcomes.

3.2.3 Heads of House

- Heads of House and the pastoral team 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 SENDCo.

3.2.4 All TLR Holders

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

3.2.5 Teaching Staff

All teachers are teachers of SEND. Teachers have specific responsibility to:

- Plan lessons and learning activities that meet the needs of students with SEND in the classes they teach;
- Create and regularly update class profiles to ensure SEND students are identified and needs catered for in all lessons.
- Be aware of students with Standardised Scores below average for literacy and numeracy;
- Adapt teaching 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 SEND;
- Provide information to the LSAs and the SENDCo 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 ensure regular use of Assess, Plan, Do, Review at subject level to ensure reasonable adjustments are made and student needs are met in the classroom.
- 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 SEND.
- To ensure access arrangements are embedded as normal way of working in preparation for formal examinations.

3.2.6 SEND Manager and Key Stage SEND Leads

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

3.1.7 Learning Support Assistants

- To work collaboratively with teachers to ensure that students with SEND make good progress;
- Create and regularly update class profiles to ensure SEND students are identified and needs catered for in all lessons where LSA support is provided.
- To support teachers with adaptive teaching, personalised strategies and intervention for students with SEND;
- Jointly plan with teachers, where appropriate;
- As members of the Learning Support Team, take responsibility for designated roles and a range of activities/interventions.
- To liaise with outside agencies where relevant;
- To meet with parents/carers three times per year to monitor and update MEP targets and provision and review on a termly basis;
- To keep accurate records of all interventions, meetings and involvement with all students with SEND
- Support SEND 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 SENDCo, SEND Manager, Key Stage SEND Leads and Learning Support Assistants to ensure appropriate support for students with SEND;
- To attend MEP and review meetings with their son/daughter as required and regularly engage with their key worker to ensure the needs of their son/daughter is met.

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 SEND 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 SEND 'Offer'

- 6.1 The Academy SEND '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 SEND Information Report on the Academy website.

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 SENDCo. 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 SEND 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 screeners 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. These will take place towards the end of each term and where possible, the student will be present. These meetings will be led by the Link Learning Support Assistant however where the needs are more significant, or where concerns have arisen, the meeting may be held with the SENDCo.

8.6 Students who are in receipt of an Education, Health and Care Plan will be invited to attend an 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.

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

10. Additional Needs Information Document

10.1 The Additional Needs Information Document is a central document available to all staff via the Staff Intranet. This document includes the following:

- Students with an EHCP (highlighted in grey)
- Students with SEND support (highlighted in yellow)
- Students who are being monitored (highlighted in blue)
- Students with additional provision but not classed as SEND (highlighted in white)

Additional information also includes

- Diagnosis
- Area of Need
- Paper Preference
- Seating Arrangements
- Homework Support
- Exit/Lunch Passes
- Sensory Toys
- PE Changing Support
- Access Arrangements
- Key LSA Link
- Wave 2 (In Lesson Support) MEP/Student Profiles
- Wave 2 (Interventions)
- Wave 3 (External Support)

This document is live and updated regularly ~~reviewed termly and updated~~. Staff must ensure that this is checked termly and class profiles updated as appropriate.

10.2 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.

11. Curriculum

11.1 It is a fundamental aim of the Academy that every student should have 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.

11.2 Disapplication (where students are released from curriculum subjects or option blocks to enhance knowledge in core subjects) will be at the discretion of The Head Teacher after careful consideration of all information relevant to the individual student.

11.3 Teaching staff with responsibility for leading specific subject areas must take account of the needs of students with SEND when planning schemes of learning, subject assessments and the range of teaching and learning strategies used by teachers.

11.4 Teaching staff with responsibility for leading specific subject areas must take account of the needs of the students with SEND when planning homework and extended learning opportunities.

11.5 Teachers must make appropriate reasonable adjustments to homework for students with SEND where necessary.

12. Support for students with SEND

12.1 Support for students with SEND is provided as appropriate in order to facilitate access to the curriculum.

12.2 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.

13. Staff Development

13.1 All staff and governors at the Academy have access to professional development on SEND 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.

13.2 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.

14. Reports to Governors

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

15. External Agencies

15.1 The Academy has contact with a range of support services. including:

- Hearing Impairment and Visual Impairment Services-Inclusion Teams
- Autism Inclusion Team
- Educational Psychologist
- Health Services;
- Social Services;
- Local Support Teams;
- Entrust Careers and Participation Service;

- Voluntary services as appropriate.

16. Partnership with parents, carers and students

16.1 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.

16.2 All parents of students with SEND will have the opportunity to meet with the Link Learning Support Assistant or the SENDCo on a termly basis.

16.3 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.