



# Open Academy

## Special Educational Needs and Disability Policy

<b>Policy Type:</b>	<b>Trust Core Policy</b>
<b>Approved By:</b>	<b>DNEAT Board of Trustees (Standards and Strategic Development Committee)</b>
<b>Approval Date:</b>	<b>11/11/2019</b>
<b>Date Adopted by LGB:</b>	<b>12/12/2019</b>
<b>Review Date:</b>	<b>2020 (in line with the publication of a new Code of Practice, due in 2020)</b>
<b>Person Responsible:</b>	<b>Academies Improvement Director</b>

## Summary of Changes

The model policy has been revised to reflect changes to the statutory guidance, as outlined below.

<b>Page Ref.</b>	<b>Section</b>	<b>Amendment</b>	<b>Date of Change</b>
5	Roles and responsibilities	Support plans, which are in addition to or different from typical curriculum provision.	01/11/19
6	Staff training	It is an expectation that all SENDCOs will have or study for the "National Award in SEN Co-ordination".	01/11/19

## **Roles and Accountabilities**

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility, where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and principal / headteacher. The principal / headteacher of each academy is responsible for the implementation of all DNEAT policies.

All DNEAT employees are subject to the Trust's policies.

This policy incorporates the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and is to be read in conjunction with the academy's SEND Information Report (see Appendix 1).

From 1 September 2014, Part 3 of the Children and Families Act 2014, and its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28–6.35 of the Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This document takes account of the Equality Act 2010, and the regulations under the Children and Families Bill September 2014.

## **Policy Statement**

All pupils in the DNEAT family of academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

Open Academy believes that:

- All pupils with SEND are entitled to a broad, balanced and differentiated curriculum that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils' learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the academy are responsible for meeting the needs of their pupils using "Quality First" teaching. Teaching assistants will provide necessary support to facilitate this. All staff will use their "best endeavours" to meet pupils' needs.
- Parents/carers play an important role in each academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each academy.
- Pupils should be educated in a happy, caring and stimulating environment, where everyone feels valued and is able to achieve the best that they can.

### **What is a Special Educational Need?**

A child or young person has SEN 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (Code of Practice September 2014).

### **What is Disability?**

The Equality Act 2010 definition is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”.

Section 1(1) Disability Discrimination Act 1995:

This definition of disability in the Equalities Act includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

### **Inclusion Statement**

Please refer to the DNEAT Inclusion Policy.

### **Aims and Objectives of the SEND Policy are:**

- To provide curriculum access for all pupils.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils' self-esteem and emotional wellbeing in order to help them form and maintain worthwhile relationships based on respect for themselves and others.
- To provide Continuing Professional Development so that staff feel they have the expertise to meet pupils' needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure that a multi-professional approach is utilised in the best interests of vulnerable learners.

## **Whole Academy Strategies to Support Pupils with SEND**

- Pupils will have access to “Quality First” teaching strategies — examples to be referenced within the SEN Information Report. Class and subject teachers will be supported, where appropriate, by teaching assistants who provide individual or group support, dependent on the identified needs of the learner.
- The four-part graduated response introduced in the Code of Practice 2014 will be utilised to identify those pupils who need Additional SEND Support. The graduated response is part of an ongoing cycle of “Assess, Plan, Do and Review.”
- Those pupils who have “significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions,” may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post-September 2014). These pupils will have an Annual Review.

## **Roles and Responsibilities**

All staff at Open Academy have responsibility for implementing this policy and maximising the achievements and opportunity of vulnerable learners, and all pupils with SEND.

The headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decisions which ensure pupils reach their potential is the key responsibility of the headteacher.

Progress of all pupils with SEND, and that of vulnerable learners will be demonstrated through:

- Analysis of the whole academy tracking system.
- Consideration of the whole academy provision map.
- Pupil progress meetings with individual teachers.
- Support plans, which are in addition to or different from typical curriculum provision.
- Regular meetings with the Special Educational Needs Coordinator (SENDCO).
- Discussions with parents/carers and pupils.

The headteacher must ensure that the academy publishes an Academy SEND Information Report (Appendix 1) on its website, as set out in the Code of Practice.

The headteacher and local governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Identify pupils with a Special Educational Need, and those who are disabled.
- Develop a Provision Map, which evidences provision that is “additional to or different from” the curriculum for all pupils with SEN in the academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND.
- Identify and then contribute to in-service training for staff within the school.

- In conjunction with the class/subject teacher, liaise with parents/carers.
- Coordinate the Annual Review for pupils with Education Health and Care Plans.
- Monitor the academy's system of Support Plans.
- Liaise with academy governors, keeping the link governor up-to-date with key national and academy-based issues.
- Attend meetings or training specific to the role of SENDCO as appropriate.
- Liaise with visiting professionals who support vulnerable learners.

The class or subject teacher will, in consultation with the SENDCO:

- Agree which pupils are vulnerable learners, and those who may have SEN, are disabled or have a medical need.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need an Individual Education Plan or Pupil Passport.
- Secure good teaching outcomes by providing "Quality First" teaching using differentiation and reasonable adjustments as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources and staff, to ensure that barriers to learning are lowered.

### **Staff Training**

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. It is an expectation that all SENDCOs will have or study for the "National Award in SEN Co-ordination". Staff training will be offered as needs are identified.

### **Partnership with Parents / Carers**

In line with the Code of Practice 2014, parents/carers are vital partners in a pupil's journey through their academy life. There will be regular parents/carers consultation events, which will bring the two parties together to ensure that pupils reach their potential.

The Code of Practice very much places the parents/carers and their child at the centre of the support, and ensures their voices and opinions are heard in the partnership with the academy. Parents/carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

### **Voice of the Pupil**

The academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this, the academy will encourage pupils to state their views about their learning, help them to identify their own targets and needs, and be part of the graduated response. This is the cycle of "Assess, Plan, Do and Review."

**Monitoring**

The impact of this policy will be monitored through regular reviews and feedback from parents, children and staff. The outcome of this monitoring will be reported to governors and will impact on the future development of associated policies and practice.

**Review**

The policy will be reviewed every three years or earlier if relevant.

**Links to Other Policies**

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy