



Joseph Swan
Academy

**Special Education Needs
and Disability (SEND) Policy**

To be reviewed September 2019

SEN and Disability Policy

Rationale:

At Joseph Swan Academy every young person is equal, valued and unique. We have high aspirations of our students and an absolute belief in our ethos that 'Everyone Can Shine' at Joseph Swan Academy. We aim to provide an environment where all young people feel safe and can flourish. We will respond to individuals in ways which take into account their individual needs. Joseph Swan Academy is committed to providing an appropriate and high quality education to everyone within its community. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

Policy Statement

All students are entitled to a broad, balanced, relevant and differentiated curriculum. The Academy will effect such entitlement by enabling appropriate access to the whole curriculum for all students. All students identified as having special educational needs will, at appropriate intervals, and with due regard to the Code of Practice, be reviewed and re-assessed. Provision for students with special educational needs will be met within the mainstream curriculum. As and where necessary, such provision will be supplemented by additional learning support paying attention to the students' individual targets, Individual Education Plans or Statement of need. It is expected that all students will have equal access to the Academy's Curriculum. All teachers will be made aware of, and be responsible for, students with special educational needs.

The Academy will ensure the provision of appropriate time, resources and in-service training to enable teachers to deal effectively with students with special educational needs.

The Academy recognises the necessity to work in partnership with parents/ carers and will ensure that parents/carers receive information on the statutory procedures and the outcomes for their children.

Principles and Objectives

We have a responsibility to encourage excellent SEND practice throughout Joseph Swan Academy for the benefit of all students. To encourage excellent practice we are committed to the following principles:

To ensure equality of provision for young people with Special Educational Needs and Disabilities (SEND).

- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting students at school with medical conditions 2014
- To ensure that all students' needs are identified, assessed and met and regularly reviewed to improve outcomes
- To ensure all staff are aware of disability equality and support positive outcomes for students.
- To provide flexible and sensitive support for student learning and cater for students short and long term needs
- To ensure that teaching staff are aware of students needs and to provide relevant information to inform their planning of classroom experiences
- To give guidance on appropriate resources to meet the needs of the Academy and individual students
- To establish a working partnership with parents/carers to support student learning and development

- To provide a framework for the monitoring, and evaluation of policy, practice and provision
- To support appropriate in-service training for all staff
- To keep the governing body informed of all aspects of learning support in The Academy

Roles and responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the Academy's general policy and approach to provision for students with SEND, establishes appropriate staffing and funding arrangements and maintains a general overview of the Academy's work.

The Governing Body, having regard to the Code of Practice:

- Ensures appropriate provision is made for any student with SEND
- Ensures that all students, including those with SEND have access to a broad and balance curriculum

The Head teacher

The Head teacher is responsible for the day-to-day management of all aspects of the Academy's work, including SEND. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND. Some SEND responsibilities may be delegated to a member of the Academy Leadership Team.

SENCO

The main role of the SENCO is to co-ordinate special needs provision throughout the Academy. As the term 'special needs' can be defined in a variety of meaningful statements and because there is no real consensus as to what constitutes good special needs provision, it is imperative that the SENCO has a clear vision of what special needs and special needs provision mean to the staff, parents and students of Joseph Swan Academy and thus co-ordinate provision to ensure meaningful learning experiences.

Other SENCO and Director of Inclusion duties supporting SEN and disability

Pastoral

- Liaison with the Deputy Head Teacher - Attitudes to Learning, Head of Key Stages, and Year Leaders, to ensure equality of opportunity and integration of students with special educational needs
- Supporting Year Leaders with Pastoral Support Programmes; attendance to behavioural reviews
- Complete referrals to outside agencies when required
- Liaise with parents/carers of students with SEND
- Liaise with primary feeder schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Act as an advocate for students with SEND
- Provide access to individual mentoring for students with SEND
- Attend any TAF, CP meetings concerning students with SEND
- Liaise with potential next providers of education to ensure a Student and their parents are informed about options and a smooth transition is planned
- Support the attendance manager with attendance meetings with SEND students
- Ensure that the Academy keeps the records of all students with SEND up to date

Inclusion

- The SENCO and Director of Inclusion will liaise with the Deputy Head Teacher – Attitudes to Learning to ensure up to date, relevant SEND information is available
- Be a key point of contact with external agencies, especially the Local Authority and its support services
- Ensure reasonable adjustments are made for students with SEND to enable them to play a full part in Academy life

Environment

- To ensure a positive, pleasant, caring and comfortable working environment for students with special educational needs.

Curriculum

- Advising colleagues on the range of support available to staff and students
- Liaison with relevant staff to ensure that support is directed to students when required
- Providing Heads of Department with information for purposes of setting and/or Teaching and Learning
- Providing Departments with opportunities for accessing SEND support teachers and Teaching Assistants
- Monitor and evaluate SEND provision
- Work with the Head Teacher and Academy Governors to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations
- Direct in-class support to support colleagues across the curriculum
- Discuss curriculum issues relating to SEND with Senior Management
- Ensure all matters relating to SEND have a high profile across the Academy

Assessment

- To supplement whole Academy assessment with individual SEND assessment of students with special educational needs
- To support the Director of Transition through liaison with feeder primary school to collect information on students, including those with special educational needs

Administration

- To produce timetables for Learning Support Staff
- To read through and act upon the information included in the SEND records of all students entering the Academy either in Year 7 or mid-term
- To analyse data in relation to students outcomes to identify next steps
- To produce Individual Educational Plans for all students with special educational needs
- To keep 'lists' of students with special educational needs, including students with behavioural difficulties, up to date including their level of performance and acquaint staff of amendments on a regular basis
- To produce review timetables for all students with special educational needs and be responsible for distribution of invitations to parents and external agents
- To chair formal reviews for students with SEND
- To ensure that all documentation relating to reviews of students with SEND is up-to-date and distributed to all concerned
- To prepare educational advice for applications for Education, Health Care Plans
- To ensure SEND resources and stock are reviewed and renewed
- To produce agendas and minutes for meetings

Staff development

- To provide whole staff training to ensure that the policy on SEND and disability is being adhered to
- To provide whole staff training to ensure effective delivery of the curriculum
- To provide specific SEND and disability training to teachers and Learning Support Assistants
- Support and advise colleagues

The Governors responsible for SEND and Inclusion is: Mr M. Jones and Mr P. De Vere

Access to Facilities and Provision:

Disabled toilets

Lifts to provide access to all areas of the Academy

Designated Physiotherapy room

Implementing the SEND Policy across the Academy

Joseph Swan Academy accepts its duty to its students and acknowledges that many students may at some time, experience difficulty with their learning. All teachers, whatever their role, will be responsible for students who are experiencing difficulties. As a supportive, caring staff we will ensure that such difficulties are identified as quickly, positively and effectively as possible.

Admissions

Joseph Swan Academy caters for students of all abilities, including those with identified learning difficulties and disabilities identified within the SEND Code of Practice.

If you would like your child to attend Joseph Swan Academy, you should discuss the suitability of Joseph Swan Academy as a secondary school placement with your child's current school, this may instigate a multi-agency review with any professionals who work with your child.

At your child's Year6 transition review meeting, yourself and the professionals involved will discuss possible next steps or you may wish contact the SEN department of your local authority.

Parents and Carers are welcome to visit Joseph Swan Academy at a range of different times. We have a formal Open Evening for Year 5 and 6 parents. This is an excellent opportunity to view the Academy and meet staff. Coffee mornings are organised within the Academy day to offer you the opportunity to see the Academy during the day. The SEN department can also provide appointments to discuss your child's needs in more detail, this is important before making a decision about a placement.

Once you make a decision about the Academy you would like your child to attend, you should inform the Local Authority of your first choice of school. Once the placement is agreed, we will work with closely with you and your child's primary school, during the transition period.

The Academy's admission policy reflects Local Authority guidelines on the admission of the students with special educational needs. Please follow link below for more information.

www.gateshead.gov.uk/DocumentLibrary/Education/Schools/Admissions-2017/Secondary

This policy is reviewed as and when required. The SENCO or Director of Inclusion attempts to meet with parents of students with Special Educational Needs at the earliest possible opportunity.

Resources

The Head Teacher and SENCO are responsible for the operational management of the budget for Special Educational Needs provision. The Academy will use a range of additional funding including the national SEND budget and, where applicable, Student premium to provide high quality appropriate support for students with SEND. The support allocated to students with special educational needs will be determined by the needs of these students. All staff are aware of the nature of the intake, have access to the special needs 'lists', hold information about each student's SATs performance and have access to the ARTI reading test results.

The Academy will ensure that the Academy's Curriculum is delivered in an appropriate and challenging way to meet student need. Resources, both human and material, will be made available as needed.

Identification procedures

The identification of SEND is built into the overall approach to monitoring the progress and development of all students in Academy. To assist with the early identification of students with special educational needs, the SEND Department will make use of a range of information. This will include:

- Diagnostic testing
- Key Stage 2 SATs results
- Existing documentation and information from primary schools
- Reports and assessments from external agencies e.g. Educational Psychologist.
- Students on entry will take the ARTI reading test
- In addition, the SEND Department will use a number of strategies to provide further information on the abilities of identified students
- Lists of students with special educational needs are distributed to members of staff

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. Subject teachers will plan and assess the impact of support and interventions with any Learning Support Assistants or specialist staff involved. The SENCO will support the above.

Review Procedures

The effectiveness of the support and interventions and their impact on the Student's progress will be reviewed on the agreed date.

Reviews will be held with parents/carers regularly throughout the year, and parents/carers will have the opportunity to discuss progress with SEN staff on parents/carers evenings and progress days. Additional reviews will be arranged according to need. Subject teachers, working with the SEN team, will revise the support in light of the student's progress. If a Student does not make expected progress over a sustained period of time the Academy will consider involving specialists. Joseph Swan Academy liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS), SEND support, and, when appropriate, Social Services and Looked After Children Team. Additional Top-Up Funding Where a Student's needs exceed the nationally prescribed threshold (currently £8.000) additional funding will be applied for from the Local Authority. Education, Health and Care Plans (Replacing Statements of Special Educational Need). The Academy will provide the local authority with evidence of the action taken as part of SEND support.

Support of the Curriculum

Students with Special Educational Needs are supported across the curriculum in one or more of the following ways depending on need:-

- Small group teaching of Key Stage 3 and Key Stage 4 students, where appropriate;
- Withdrawal/in-class support for students with identified by Learning Support Assistants and the SENCO;
- Additional support for those students who require it before school, break times and lunchtimes
- Appropriate support at Key Stage 4 supporting student motivation and engagement through a range of additional pathways.
- Individual and small group interventions are planned with relevant outside agencies

At School Support (formally School Action) the needs of young people are recorded on the SEND List and met in the classroom by teachers with additional LSA support (when possible). Progress is monitored in accordance with whole school systems. However, if concerns are raised by parents/carers or staff, a review meeting is called to address the difficulties.

At Academy Support Plus (formally School Action Plus) each young person is provided with a key mentor who meets with their key students once per half term or more frequently, according to need. They liaise with staff and parents/carers, set and review Individual Education Plans and support their key students through the review process. At this stage, there may be involvement of outside agencies. Targets are reviewed with parents/carers at SEND review meetings. The meetings are chaired by the Learning Support Leader and SENCO when necessary.

Those students with Top-up Funding or who have undergone statutory assessment for their high needs and have an Education Health Care Plan (EHC plan) and have detailed individual costed provision plans. The additional support/resources are matched to the provision plan. The purpose is to improve outcomes for young people with high additional needs and prepare them for adulthood. Targets are reviewed with parents/carers at SEND review meetings. The meetings are chaired by the SENCO or Director of Inclusion.

Transition Arrangements

Transition is carefully planned in order to ensure successful transition to Joseph Swan Academy and on to higher or further education, supported employment or apprenticeships with involvement of Connexions.

Access to the Curriculum:

All teachers are responsible and accountable for the students of SEND in their classroom. At Joseph Swan Academy broad, balanced and relevant curriculum is differentiated to enable all young people to access the learning. In planning and teaching teachers aim to provide suitable learning objectives, meet the young peoples' diverse learning needs and remove the barriers to learning. In order to maximize learning, some young people are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.

Student Voice:

At Joseph Swan Academy views of all students are valued. All young people with SEN are aware of their individual targets and a Student review sheet is used to gather their views on their progress.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the young people with SEND:

- Regular observation of teaching by the Academy leadership team
- Analysis of assessment data, with at least three levels of progress expected between key stage 2 and 4 for all students
- Assessment records that illustrate progress over time – e.g. reading ages, pre and post assessments for those students who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for Special Educational Needs and Disability
- The views of parents/carers and students
- Regular meetings between SENCO and senior leaders
- Provision Mapping – used as a basis for monitoring the impact of interventions

Transition

Between Schools:

Strong links have been built up with all feeder primary schools. The Director of Inclusion makes visits to local primary schools before transition to Year 7. Contact is made in throughout Year 6 to collect relevant SEND information to allow the SEND team and other departments to prepare for the new intake.

Further Education:

The responsibilities of the 'Connexions' service has an effect on the smoother and more efficient transferral of students with SEN to further education establishments. Transition plans at the end of Year 9 will be instrumental in ensuring that the correct choices are made.

All Year 11 reviews of students with SEND will take place throughout Year 11. Documentation on these reviews will be available, as a matter of course to 'Connexions' and, on request, to Further Education establishments.

Complaints

Parents/Carers can contact the Academy, in the first instance by telephone, letter, email or in person by an appointment. Concerns about provision for students with special educational needs should be referred to the Director of Inclusion.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in the Academy to discuss the matter. The Director of Inclusion may need to involve other personnel, eg the Educational Psychologist at some stage.

The Code of Practice sets out procedure for complaints about provision outlined in a student's Education Health and Care Plan. Parents are informed of their rights in the documentation from the LA. The Academy will advise parents on provision outlined in the Education Health and Care Plan if this is requested. Parents have the opportunity through response to the Academy report system and review meetings to alert the Academy to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head teacher.

LA Agreement

Gateshead LA supports students with special educational needs in the Academy by:-

- Providing access to an Educational Psychologist for assessment of students with SEN
- Offer support to discuss issues relating to individual students and general issues
- Access to specialist services for students who require hearing, sight, speech support
- Home tuition and hospital tuition for those students for whom it is appropriate
- Providing named officers from whom parents of students with Education Health Care Plans can seek advice