

# Special educational needs and disability policy with individual academy accessibility plan template

Edition – June 2023

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## Policy statement

### Vision, mission and values

We aim to ensure that all children with special educational needs and/or disabilities are supported in academies so that they can play a full and active role in academy life and achieve their academic potential.

Our vision, is embedded within our three core principles for SEND.

- Diverse Academies Trust emphasises a child centred approach, where the child is involved in every step of the SEND graduated response and their wishes and feelings are taken into account; 'nothing about us, without us'. We value both children and parental engagement thereby sustaining a welcoming, effective and inclusive culture in our academies.
- Our academies aim to provide an inclusive, supportive and positive learning environment where the child is at the centre. We aim to support all children with SEND to have the confidence and self-esteem to aim high, achieve their aspirations and maximise their full potential based on their strengths. We aim to encourage imagination, resourcefulness and responsibility.
- Our teachers have high expectations of all children and seek to be fully equipped with the skills, enthusiasm and supportive attitude allowing our children to overcome any barriers to learning. We believe that additional intervention and support cannot compensate for a lack of inclusive 'high quality' teaching, which is enabled and adapted for individual children. This is the first step in responding to all children including those that have SEND.

### Purpose and intent

The purpose of this statement is to confirm our commitment to meet both statutory requirements with regard to SEND as set out in the **SEND Code of Practice 2014** and the day-to-day needs of our academies and their stakeholders (parents, local authorities, related agencies, staff and children) and to ensure arrangements to support children with special educational needs and/or disabilities within the Trust are implemented in order for all children to participate and enjoy the academy curriculum.

## **Roles and responsibilities**

The Trustees are responsible for the provision for children with SEND within our academies, this is delegated at a local level to principals and SENDCOs. The implementation of this policy will be monitored by the Trust Board, the Trustee responsible for SEND, and the strategic development lead for SEND and remain under constant review by the principal and the SENDCO.

Each academy will appoint a governor with responsibility for SEN. The SEN governor will raise SEN issues at governing board meetings; monitor the quality and effectiveness of SEN provision within the academy and work with designated senior leaders to develop the SEN policy and provision.

The principal will work with the SENDCO and SEN governor to develop the SEN policy and provision within the academy. The executive principal delegates overall responsibility to the principal for the provision and progress of learners with SEND.

The SENDCO will co-ordinate the academy's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.

Class teachers are responsible for the progress and development of every child in their class and will work with the SENDCO and TAs to ensure the 'assess, plan, do, review' cycle is appropriately implemented to support any child with SEND.

The academy will work in partnership with children, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

Parents of a child with SEND will be able to discuss the needs of their child with their child's class teacher/tutor, head of year or the SENDCO.

## **Benefits**

Diverse Academies will provide effective support and provision for all children with special educational needs and/or disabilities, to ensure that all children in our care receive the best educational entitlement. So that all children with special educational needs and/or disabilities will meet their potential and make good progress against their starting points.

Our academy staff will build positive relationships with relevant healthcare professionals and other agencies and listen to and value the views of parents/carers and children in order to effectively support children with special educational needs and/or disabilities.

## **Policy**

### **Definitions**

#### **Special educational needs (taken from the SEND Code of Practice 2014)**

Under the Children and Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person will have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

Special educational provision is education or training that is additional to, or different from that made generally for other children/young people of the same age by mainstream schools.

#### **Reasonable adjustments**

Under the Equality Act 2010, we make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

We are proactive in ensuring what children might require and what adjustments might benefit them.

We promote equality of opportunity in meeting our duties to prevent discrimination.

#### **Broad areas of need**

We recognise that it is important to carefully identify and establish the need for each individual child or young person in order to best understand and meet their needs. In defining need, we use the four broad categories of need outlined in the **SEND Code of Practice 2014**.

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**

- **Sensory and/or physical needs**

A full description of these four categories is set out in appendix 1.

### **The local offer**

All local authorities must publish a local offer setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have education, health and care (EHC) plans. The local offer has two key purposes:

- to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Links to the local offer is published on the websites for all academies and is updated annually.

### **The academy SEND information report**

All academies publish a SEND information report on their website in line with that set out in the **Special Educational Needs and Disability Regulations 2014**. (See appendix 2)

### **Identification and assessment of SEN**

Information about previous special educational needs will usually accompany children upon entry to the academy and this will be used by the SENDCO to make sure appropriate provision is continued.

This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before the children start at the academy. If necessary, a strategy sheet will be drawn up for each child with SEND.

On entry to secondary provision, all children are assessed and the data from these tests is then analysed by the SENDCO and subject leads to identify any potential areas of need. Children may then be added to the SEN register in line with the Code of Practice guidance for SEN.

The assessments taken by students upon entry include cognitive ability tests (CATs) and/or reading and spelling tests.

Ongoing identification is also completed alongside the academy reporting process as data is collected and analysed in all subject areas by subject leads. If a child has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a child whose special educational needs are not met by the normal programme of study, then the class teacher will work with the child setting clear targets and providing greater adaptation. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed.

At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the child. Parents, and the child where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. A strategy sheet will be drawn up by the SEND/inclusion team with copies shared with all staff concerned with the child's progress.

If a parent/carer refers their child to the academy as they believe their child has special educational needs, they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the child is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.

In all cases, where internal support is not effective in supporting the child, a referral to the educational psychologist or other relevant specialist will be completed with the parents' knowledge and information and strategies for support shared with all staff.

If there are no concerns regarding the child's academic progress then the academy will ensure appropriate differentiation continues in the classroom and interventions are put in place if appropriate.

Whenever special educational provision is being made, parents and the child will be involved in developing and reviewing support plans/strategies.

All staff teaching children on the SEND register will be made aware of their individual needs. Subject leads and the SEND/inclusion team will help teachers when required to develop techniques to support adaptation and ensure that appropriate resources are available as part of the academy's professional development programme.

## **Reviewing**

All children regardless of needs are set targets. Data collated during the academy reporting process is analysed and strategies are put in place to support those children that are not achieving as expected. All SEN interventions delivered outside the classroom have specific, measurable, achievable targets (SMART) set to ensure that progress is made. These are recorded using individual provision plans and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENDCO may refer to a specialist services such as an educational psychologist.

If a child has an educational health and care plan an annual review is held in accordance with legal requirements.

If, as a result of appropriate progress, a child is removed from the SEN Register. The child will continue to be monitored through the academy's structured reporting programme by the class teacher/tutor and subject leads.

## **Working in partnership with parents and carers**

We believe that a close working relationship with parents and carers is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- continuing social and academic progress of children with SEND; and
- personal and academic targets are set and met effectively.

Parents and carers are regularly kept up to date with their child's progress through systems agreed and set out by each academy.

In cases where more frequent regular contact with parents and carers is necessary, this will be arranged based on the individual child's needs. The SENDCO may also signpost parents and carers of children with SEND to the local authority 'Ask us' service where specific advice, guidance and support may be required.



If an assessment or referral indicates that a child has additional learning needs the parents and carers and the child will always be consulted with regards to future provision. Parents and carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The academy's SEND governor may be contacted at any time in relation to SEND matters.

## **Links with other agencies and voluntary organisations**

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Early Help / Social Care
- Family Services
- Speech and Language Service
- Schools and Family Support Services
- 0-19 Healthy Family Team

This list is not exhaustive.

## **Diversity**

We are committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and children. We will always comply with the requirements of the **Equality Act 2010** and associated guidance produced by the Department for Education.

## **Complaints procedure**

Should parents/carers or students be dissatisfied with the support provided they should discuss their concerns directly with the academy. If for whatever reason this does not resolve the issue, parents/carers are requested to make a formal complaint via the academy's complaints procedure.

## Policy links

This policy should be read in conjunction with:

- SEND information report (updated annually)
- Academy accessibility plan. The academy accessibility plan will be completed by each academy and reviewed every three years as stated within the Department for Education guidance (see appendix 3)
- Equity, diversity and inclusion policy

<b><i>Policy lead</i></b>	Sally Truseler
<b><i>Policy renewal date</i></b>	September 2024
<b><i>Policy approving body</i></b>	Standards and Outcomes Committee
<b><i>Date of approval</i></b>	
<b><i>Adopted on</i></b>	

## **Appendix 1 – The four broad areas of need**

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an autism spectrum disorder, including Asperger's Syndrome and autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability and/or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dyspraxia, dysgraphia, developmental language disorder (DLD), attention deficit hyperactivity disorder (ADHD) and attention deficit disorder (ADD).

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. This behaviour may reflect underlying

mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms. Children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. This list is not meant to be exhaustive.

Academies and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other children. The Trust will seek to intervene/support children to reduce barriers to learning.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the deafblind guidance. Some children and young people with a physical disability (PD) may require additional ongoing support, adjustments and equipment to access all the opportunities available to their peers.

## Appendix 2 – Academy SEND information report

The SEND information report is part of a wider suite of documents relating to SEN, disability and inclusion. It should be read alongside the academy's SEN policy.

All academies publish a SEND information report on their website in line with that set out in the **Special Educational Needs and Disability Regulations 2014**. The information is reviewed and updated annually, or sooner if necessary and includes information as follows:

- the kinds of SEND that are provided for;
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO (mainstream academies);
- arrangements for consulting parents of children with SEND and involving them in their child's education;
- arrangements for consulting young people with SEND and involving them in their education;
- arrangements for assessing and reviewing children and young people's progress towards outcomes – this should include the opportunities available to work with parents and young people as part of this assessment and review;
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- the approach to teaching children and young people with SEND;
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND;
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured;
- evaluating the effectiveness of the provision made for children and young people with SEND;
- how children and young people with SEND are enabled to engage in activities available with children and young people in the academy who do not have SEND support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying;
- how the academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families; and

- arrangements for handling complaints from parents of children with SEND about the provision made at the academy.

## Appendix 4 – Accessibility plan for [name of Academy]

Reviewed by: [name] on [date]

<b>AIM</b>	<b>TARGET</b>	<b>STRATEGIES (short, medium and long term)</b>	<b>OUTCOMES</b>	<b>TIME FRAMES</b>	<b>GOALS</b>
Increasing the extent to which pupils with disabilities can participate in the school curriculum	<i>[Availability of written information in alternative formats]</i>	<i>[Academy to make itself aware of services available from LA (and elsewhere) to convert written information into alternative formats]</i>			<i>[Improved delivery of information to children with disabilities]</i>
Improving the physical environment of the school to increase access to education by pupils with disabilities	<i>[Accessible car parking]</i>	<i>[Bays to be signed off and compliance monitored]</i>	<i>[Improved access for children with disabilities and parents]</i>		<i>[Improved access to the school site]</i>
Improving the delivery of information to pupils with disabilities					