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| <b>Staffordshire University Academy</b> |  | <b>Academy Policy Document</b>                            |  |                     |                       |
| <b>Approved by:</b>                     | <b>LAC</b>   | <b>Issue date:</b>  | <b>September 2020</b>  | <b>Review date:</b> | <b>September 2022</b> |
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### 1. Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16

A child under compulsory school age has educational needs if they fall within the definition at (a) or (b) above would do so if special provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy complies with the statutory requirement laid out in the Code of Practice 0-25, September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 3 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Keeping Children Safe in Education 2020

This policy was created by the academy's SENDCo (Special educational needs and disabilities coordinator), Mr Scott Williams, with the SEND Governor, Mrs Claire Collins and in liaison with the SLT, staff and acknowledgement of parent/carer/student voice.

This policy should be read in conjunction with Code of Practice 0-25, September 2014 and any subsequent updates.

### 2. Mission Statement

***'Aspire, Believe, Achieve!'***

**Staffordshire University Academy is an inclusive academy where everyone is made to feel welcome. Our academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to aspire to achieve their full potential. Our inclusive ethos aims to**



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encourage all students to be actively involved in their own learning. This involves all students and staff equally, and reducing barriers to learning and participation.

**3. Aims:**

- Provide every student with access to a broad and balanced education in line with the *Code of Practice 2014*
- Promote independence, inclusion, equality and consideration for others
- Ensure that we celebrate the wide range of our students’ achievement
- Support all students to excel by offering appropriate pathways for progression
- Equip students with the skills and attributes necessary for adult life
- Create a welcoming atmosphere for parents/carers to actively participate

**Objectives:**

- **Staff members seek to identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services (and feeder schools) prior to the student’s entry into the academy. Where needs have not been previously identified, staff have an obligation to report observations to SENDCo.
- **Monitor the progress of all students** in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the curriculum.** This will be co-ordinated by the SENDCo, Vice Principal and Principal and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all student’s needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child’s progress.
- **Work with, and in support of, outside agencies** when the student’s needs cannot be met by the academy alone. Staffordshire University Academy receives further support and engages with all appropriate agencies.
- **Create an academy environment where students can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Student participation is promoted across the Academy within the security of form groups. The tutor community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in academy life (e.g. membership of the School Council, affiliation with sports teams and other extra- curricular clubs)



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#### 4. Responsibility for the coordination of SEN provision

- The SENDCo is Mr Scott Williams. In accordance with Clause 64 of the Children & Families Bill 2014, is completing the National SENDCo Award.
- The named governor for SEN is Mrs Claire Collins. In accordance with Section 6.89 of the 2014 Code of Practice Mr Scott Williams, SENDCo, is a member of SLT and therefore represents SEN as a member of Senior Leadership Team.

#### 5. Arrangements for coordinating SEN provision

The SENDCo will hold details of all SEN support records such as the Additional Needs Register (ANR), provision maps, strategy sheets and structured conversation minutes for individual students.

##### All staff can access the following documents:

- Staffordshire University Academy's SEN Policy
- A copy of the full Additional Needs Register
- Guidance on identification of SEN in the Code of Practice 0-25 (2014)
- Information on individual student's special educational needs including student passports
- Practical advice, teaching resources and information about types of special educational needs and disabilities
- Information available through the Staffordshire SEN Local Offer

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is accessible to all staff and parents/carers in order to aid the effective coordination of the academy's SEN provision.

#### 6. Admission arrangements

Please refer to the information contained in our Academy prospectus and admissions policy.

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without who are referred to SEN Support (K code). Please refer to the information contained in our academy prospectus and policy.

Where appropriate upon transition students with identified needs will be supported through liaison meeting with parents/carers, key staff from both settings and supporting agencies. An individual plan of action to aid transition is offered.



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## 7. Specialist SEN provision

Staffordshire University Academy is an inclusive academy. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10.

In our academy we support students with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEN services where appropriate.

## 8. Facilities for students with SEN

Staffordshire University Academy building is owned by Staffordshire University Academies Trust. The site building regulations comply with all relevant accessibility requirements. An estates coordinator, a premises manager and a site technician oversee the maintenance of the site. The building provides wheelchair access, disabled toilets and lift access to each floor.

## 9. Allocation of resources for students with SEN

All students with SEN will have access to support resourced from the academy’s notional SEN budget. Some students with SEN may access additional funding. For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the Local Authority. This is accessed through application and provision of evidence to a multi-agency panel, administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the senior leadership team, SENDCo and governors to agree how the allocation of resources is used.

## 10. Identification of students’ needs

### Identification:

See definition of **Special Educational Needs** at start of policy.

### A graduated approach: ‘Every teacher is a teacher of SEN’

### Quality First Teaching: ‘The baseline of learning for *all* students’

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties and placed on the monitoring stage of Additional Needs Register (ANR).



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3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCo will be consulted as needed for support and advice and may wish to observe the student in class.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the ANR they may also fall into this category as continued monitoring will be necessary
7. In accordance with Section 6.51 of the 2014 Code of Practice, parents/carers will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the academy.
8. The student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the academy’s ANR. Concerns are discussed with parents/carers. It is recorded by the academy as an aid to further progression and for future reference.
9. Student progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

**SEN Support:**

Where it is determined that a student does have SEN, and requires support, parents are formally advised of this in accordance with Section 6.48 of the 2014 Code of Practice, before inclusion of the individual on the academy’s ANR. The aim of formally identifying a student with SEN is to help the academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are most effective in supporting the student to achieve good progress and outcomes.

**Assess**

In identifying a child as needing SEN support the subject teacher, working with the SENDCo, should carry out a clear analysis of the student’s needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the academy’s information and assessment data on how the student is progressing.



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This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

**Plan**

When it is decided to provide a student with SEN support, parents will be informed in writing. Planning will involve consultation between the teacher, behaviour support officer, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do**

The tutor, behaviour support officer and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

**Review**

Reviewing student progress will be made at regular progress check reviews. This process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents/carers and subject teachers. Where a student is making appropriate progress and barriers to learning are either removed or no longer relevant, in accordance with 6.54 of the 2014 Code of Practice both students and parents/carers will be consulted about removal from ANR.

**Referral for an Education, Health and Care Plan:**

If a student has lifelong or significant difficulties, they may undergo a statutory assessment process which is usually requested by the academy but can be requested by a parent or local health/social



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services. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken in collaboration with parents, SENDCo and behaviour support officer.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEN Local Offer *or* by speaking to an Advisor at the Single Point of Access *or* by contacting the Parent Partnership Service

**Education, Health and Care Plans (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by Staffordshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available.
2. Both academy staff and parents/carers will be involved in developing and producing the plan.
3. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school or academy named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the student’s formal record and reviewed at least annually by staff, parents/carers and the student. The **Annual Personal Review** enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Staffordshire SEN Local Offer can be found in the Staffordshire University Academy’s SEN information report on the school website homepage. For further information, please contact the SENDCo, Mr Scott Williams.



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## 11. Access to the curriculum, information and associated services

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in the academy and across the range of appropriate agencies. Staff members are encouraged to attend twilight and inset training to further develop skills and knowledge.

### Ensuring access to the curriculum for students with SEN:

#### The SENDCo and senior leadership team members are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring all staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN
- In class provision and support are developed effectively to ensure that the curriculum is differentiated where necessary
- Individual or small group tuition is available where it is felt that students would benefit from this provision
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels

## 12. Inclusion of students with SEN

SENDCo, Mr Scott Williams, oversees the academy policy for inclusion through line management of Behaviour and SEN and is responsible for ensuring that it is implemented effectively throughout the academy.

The academy curriculum is regularly reviewed by the senior leadership team to ensure that it promotes the inclusion of all student, this includes learning outside the classroom and offsite provision.

The academy will seek advice where appropriate around individual students from external support services through the termly District Inclusion Panel. Local support teams and First Response are also available for behaviour support officers and nominated safeguarding officers to access. Where a behavioural incident warrants exclusion the relevant behaviour support officer and members of senior leadership team will consider the incident in line with the academy Behaviour Policy.



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### 13. Evaluating the success of provision

In order to make consistent, continuous progress with regards to SEN provision the school encourages feedback from staff, parents/carers and students. Parents/carers, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

The Progress Centre offer an *Open Door* policy where parents/carers can access the SENDCo or Lead Student Support Officer regularly without making an appointment. Further feedback from parents/carers can be given at any time through email contact [info@suacademy.co.uk](mailto:info@suacademy.co.uk).

### 14. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the lead SSO, behaviour support officer or designated Senior Leadership Line Manager and SENDCo (Mr Scott Williams) who will be able to offer advice on formal procedures for complaint if necessary.

### 15. In service training (CPD)

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The academy seeks the support of our network of outside agencies when a need for specialist training is identified. The Progress Centre and the senior leadership team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENDCo attends relevant SEN courses, meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. All teaching and student support assistants are offered training opportunities through a range of local agencies working with specific students at the Academy.

The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### 16. Links to support services

The academy continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid academy inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our academy. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENDCo and relevant behaviour support officer who will then inform the child's parents. A half-termly inclusion panel meeting is held with pastoral team and progress centre with senior leadership representation. At this time any relevant



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information regarding students with SEN is discussed and, if necessary, filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

### 17. Working in partnerships with parents

Staffordshire University Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental/carer views are considered and valued

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student’s needs. The SENDCo may also signpost parents/carers of students with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that the student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Behaviour support officers are invited to attend meetings with external agencies regarding students in their year group and are kept up to date and consulted on any points of action drawn up in regards to any provision that may be arranged. The academy’s SEN link governor may be contacted at any time in relation to SEN matters.

### 18. Links with other schools

The academy is a member of MAT in partnership with primaries. The academy participates in a local SENDCo forum which aims to meet termly.

### Transition

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. Transition Plans are drawn up in accordance to parental, student and staff views follow the action of a Review Meeting. Students with funding (AEN/HLN) where appropriate will also receive an annual review.



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## 19. Links with other agencies and voluntary organisations

Staffordshire University Academy invites and seeks invites and support from external agencies in the identification assessment and provision of SEN. The SENDCo is the designated person responsible for liaising with the following:

- Staffordshire Education Psychology Service
- CAMHS
- Entrust/SENSS
- Local Support Team
- Social Services
- Speech and Language Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## 20. Safeguarding

In accordance with Keeping Children Safe in Education 2018, the academy recognises that children with SEN may have additional barriers when it comes to safeguarding. This group can be more vulnerable because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. It is important to recognise that a warning sign doesn't automatically mean a child is being abused. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. All staff receive regular training to understand their duties in relation to safeguarding and the Prevent duty. This is outlined in the academy's safeguarding policy.

## 21. Supporting students with medical conditions

The academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.



|   |  |   |  |                     |                       |
|---|--|---|--|---------------------|-----------------------|
| <b>Staffordshire University Academy</b> |  | <b>Academy Policy Document</b>                            |  |                     |                       |
| <b>Approved by:</b>                     | <b>LAC</b>   | <b>Issue date:</b>  | <b>September 2020</b>  | <b>Review date:</b> | <b>September 2022</b> |
| <b>Policy title:</b>                    | <b>Special Educational Needs Policy</b>            |   |  |                     |                       |
| <b>Policy owner:</b>                    | <b>SENCO</b>                                       | <b>Page 13 of 13</b>                                      |  |                     |                       |
| <b>Audience:</b>                        | <b>Staff</b> <input checked="" type="checkbox"/>   | <b>Pupils</b> <input checked="" type="checkbox"/>         | <b>Local Academy Council</b> <input checked="" type="checkbox"/> |                     |                       |
|   | <b>Parents</b> <input checked="" type="checkbox"/> | <b>General Public</b> <input checked="" type="checkbox"/> |  |                     |                       |

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

Students at the academy who have medical conditions are supported firstly through their behaviour support officer and the designated first aid officer.

## 22. Storing and managing information

Documents are stored in confidential files and a password protected area.