



Special Educational Needs Policy

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Revision History

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Contents:

	Mission Statement	4
1.	Aims and objectives	4
2.	Responsibility for the coordination of SEN provision	6
3.	Arrangements for coordinating SEN provision	6
4.	Admission Arrangements	7
5.	Identification of students' needs	7
6.	Access to the curriculum, information, and associated services	10
7.	Inclusion of students with SEN	10
8.	Evaluating the success of provision	11
9.	Complaints procedure	11
10.	In service training (CPD)	11
11.	Links to support services	12
12.	Working in partnership with parents	12
13.	Links with other schools	12
14.	Links with other agencies and voluntary organisations	13

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES, 2001) says students have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of students 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 students of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

Students 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.

Definition of special educational provision

For students aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in Academies, schools and settings maintained by the LA, other than special schools, in the area.

Mission statement

The Academy at Shotton Hall is an inclusive school where all students, regardless of gender, ability, or circumstance, are expected to become individual, independent learners and fulfil their potential through high attainment and achievement.

At the Academy we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

The Academy adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all students. The school is committed to ensuring that students with special educational needs can fulfil their potential and achieve optimal educational outcomes.

1. Aims and objectives

Aims

We aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

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- To ensure that all students with SEN have their needs identified to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all students can access a balanced curriculum, differentiated where appropriate
- To ensure that all students with SEN can fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Our Vision

Greater choice and control for children and young people over their support.

Less children undergoing statutory assessment and more children receiving support via universal and targeted provision.

Increased capacity and resilience in schools to manage children with SEND.

Outcome focussed plans with high aspirations for children and young people with SEND for both statutory and non-statutory plans.

Decreased pressure on specialist provision.

Further developed partnership approaches with families and key organisations.

Successful preparation for adulthood including employment and independent living.

Objectives

- **Identify the needs of students with IN as early as possible.** This is most effectively done by gathering information from parents, teachers, Local Authority, health and care services, Primary schools and any agency working with the student prior to his/her entry into the school.
- **Monitor the progress of all students** 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. Quality First Teaching is paramount.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo/Assistant SENCo/Pastoral team and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all students' needs are catered for.
- **Work with parents** to gain a better understanding of their student and involve them in all stages of their student's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their student's progress, and providing information, *where necessary*, on the provisions for students within the school, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone.
- **Create a school environment where students feel safe to voice their opinions of their own needs.** This means students have significant members of staff they can see such as Learning Managers. This will be

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made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life. For example, membership of the student council, clubs, and other extra-curricular activities.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for students with SEN is Miss A Hook, Head of School.
- The person co-ordinating the day-to-day provision of education for students with SEN is Mrs A Mein SENCo.

3. Arrangements for coordinating SEN provision

The SENCo and Learning Support Team will hold details of all students on the IN and SEN register. The team will inform staff with relevant information for individual students as well as developing IEPs to monitor progress of SEN students.

All staff can access:

- The Academy SEN Policy.
- A copy of the full SEN and IN Register.
- The EHC of any child with an EHC plan.
- Guidance on identification in the Code of Practice (Individual Needs and students with EHC plans).
- Information on individual students' special educational need, including action plans, targets set, and copies of their SEN Support Plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual students and their special needs and requirements

This information is made accessible to all staff and where necessary, in a clear summary version to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students helping to remove barriers in the classroom.

“The Lamb Inquiry (2009) and the DfE (2011) make it clear that good SEN policies should, as well as being short and clear, be developed in collaboration with parents. There is also an increasing interest in making policies and SEN provision arrangements clear to students. A SEN policy should be aimed at a range of audiences not just teachers and school support staff, but this might be achieved through the provision of summary information for particular groups”.

The Academy welcomes further suggestions from parents which may help improve the provision for students with SEND.

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4. Admission arrangements (also see admissions policy)

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEN; those with EHC plans and those without.

All SEN paperwork and relevant information will be gathered by the Learning Support team/ Learning Manager from Primary feeder schools and any agencies working with the student as soon as possible. If the student is making a transition from another school, a meeting may be set up between the feeding school and the Academy's SENCo to aid the smooth transition of the student and discuss arrangements to be made as well as any other important information relating to that student's needs. Where face to face meetings are not possible, contact will be made via telephone and/or e mail to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the student's school year. The student will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

5. Identification of students needs

Identification

See definition of Special Educational Needs at start of policy.

At the Academy all students are tested on entry for their reading and comprehension ability through a standardised test. The results of these tests, along with their KS2 data and information gathered prior to entry, will determine the level of initial intervention. As well as this the following graduated approach will be followed.

A graduated approach:

Quality First Teaching

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as *possibly* having SEN, they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- c) The student's class 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.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the student in class.

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- e) Through (b) and (d) it can be determined which level of provision the student will need going forward.
- f) If a student has recently been removed from the SEN list, they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed of any concerns and the school action taking place. Parents are encouraged to share information and knowledge with the school.
- h) Concerns by teachers and/or parents will be investigated. Students will only be placed on the SEN register once the need is confirmed.
- i) Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.

Individual Needs Students

- a. This recognises students who are identified as requiring additional and different help as well as the regular differentiated curriculum. The school puts provision in place without resource to regular external advice or additional resources provided by the local authority.
- b. Class/subject teachers collaborate with the SENCO on evidence gathering and identification.
- c. Once the SENCO has been notified he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria. With this knowledge the SENCO can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- d. A support plan is drawn up, detailing provision. Provision is monitored regularly, evaluated and, if necessary, adjusted.
 - a. Following the school's assessment under SA, external professionals will be called to make their own assessments of the student and provide support in the planning of extended provision, continued assessment, and revised action points.
 - b. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

A single category of need

The process of Assess, Plan, Do and Review is at the heart of the graduated approach and replaces our current categories of School Action and School Action Plus. All teachers work closely with the SENCO to identify and make provision. This is an evidenced based approach to making provision and the expectation is that staff working with SEN pupils will have enough knowledge and skills to make a difference. Consultation with parents, carers and pupils are essential throughout the process

Assess

Our SENCO and class teacher working together to analyse needs using a range of sources including the school's approach to pupil progress, attainment, and behaviour. Consultation is key and it may be necessary to consult widely both in school, with

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parents and carers and with outside professionals to get the best picture of needs. Establishing close links with those responsible for assessment and home school links is also important to us here at the Academy.

Plan

This is when the Academy decides to provide SEN support. Parents are invited to a planning meeting. Interventions and support are provided in consultation with the parents, child, SENCo and class teacher. The expected impact on progress, development and behaviour are agreed, and a date for review set. In this planning phase, we identify the gaps in the child's learning and current provision and what is expected in terms of results following any provision.

Do

This involves providing effective support and interventions with regular feedback to students, parents, and staff about progress. Our SENCOs and Learning Support team support class/subject teachers in any further assessment and provide coaching and mentoring in all aspects of curriculum modification.

Review

Here at the Academy, we have regular reviews of progress with parents and pupils. These reviews occur twice a term. Baseline data and outcomes will guide the review conversation and any gaps can be identified and planned for.

Referral for Statutory Assessment

Those students who continue to have significant difficulties will be referred for Statutory Assessment. The Education and Health Care Plan (EHCP) covers the needs of 0-25-year-olds. The single plan will be supported by a new single assessment that involves professionals from all relevant services. SENCOs can expect to be involved in contributing to the development and implementation of EHCPs from then onwards.

The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Pastoral/Support staff
- Educational Psychologist
- Other professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Personal Budgets

Our SENCO is involved in contributing to the development and implementation of EHCPs from 2014 onwards. The DfE is committed to introducing personal budgets from 2014 for families of children and young people who are eligible for an EHCP. SENCOs and head teachers will have key roles to play in partnership planning with families, so that budget expenditure used in school contexts is educationally

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appropriate. As an Academy we will be producing Costed Provision maps to ensure that all parents whose child has an EHC know where their child's money is being spent in school.

6. Access to the curriculum, information, and associated services

Students with IN will be given access to the curriculum through the specialist IN provision provided by the school as is necessary, as far as possible, in line with the needs of the individual.

The systems in the Academy provide, in the main, for students with SEN to be educated alongside their peers in a mainstream classroom through QFT. However, the systems also allow for other flexible arrangements to be made for withdrawal of students for individual or small group work.

The school curriculum is regularly reviewed by the Vice Principal and subject departments to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting to support the taught curriculum and enable students to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any students in their charge 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. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEN
- Making use of all class facilities and space
- Using support effectively to ensure that the curriculum is differentiated and accessible.
- Making sure that individual or 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.

7. Inclusion of students with SEN

The *Principal, SENCo and Link Governor* oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Vice Principal and Heads of Departments to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

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We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all students both in and outside of the classroom, including play and interaction at breaks and lunchtime, and extending to extracurricular activities and school day trips and residential visits.
- Practicing differentiated teaching methods that suit the needs of individual students.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our students.

8. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents, and students throughout the year. On-line surveys are regularly put out to students and/or parents encouraging participation and engagement. The analysis of results can inform change to our systems/procedures and/or feedback to teachers and managers, making them aware of issues/concerns from students and/or parents.

9. Complaints procedure

If a parent or carer has any concerns or complaints regarding the provision in place for their son/daughter, an appointment can be made by them to speak to the SENCO.

10. 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 operates a weekly training programme for teachers covering a wide range of areas and topics including, inclusive teaching through the development of knowledge and understanding of difficulties faced by individual students. These weekly sessions are designed to improve the teaching and learning within the Academy.

Staff also must attend compulsory Teaching and Learning forums throughout the year.

As well as the above, staff also access external courses which are relevant to their subject area, teaching and learning in general, specialist teaching etc.

The SENCo and Assistant SENCo attend relevant courses and facilitate/signpost relevant SEN focused training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCo/Assistant SENCo ensure that training opportunities are matched to school development priorities and those identified by individuals through the appraisal process.

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11. Links to support services

Although the school is now an Academy, support from outside agencies is still applied for and arranged as necessary. Regular visits are made by Sensory Support, Education Psychology. School Health to name but a few.

These services aid the inclusion of students with SEN or help families deal with the needs of their children at home.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCo and the student's parents. The school regularly opens TAF's when it is felt appropriate.

12. Working in partnerships with parents

The Academy at Shotton Hall believes that a close working relationship with parents is vital to ensure: -

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of students with SEN
- c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCO throughout the year for any reason.

Parents are kept up to date with their student's progress through interim reports, parent consultation evenings, individual contact as necessary, Edukey and annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. If necessary, the SENCo can also signpost parents of students with SEN to the Local Offer provided by Durham County Council where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their student and are kept up to date and consulted on any points of action drawn up regarding the provision for their student.

13. Links with other schools

The Academy is also a Teaching school, part of the Multi- Academy trust and has formed The Shotton Hall Teaching Alliance. This consists of several partner schools and will enable the schools to share resources, advice, training and development activities and expertise.

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Transition

The Academy has a comprehensive transition programme both from KS2 to KS3 and KS4 TO FE. Alongside this the SENCo and Assistant SENCo liaise with Primary feeder schools, attend year 6 reviews, and gather information about students prior to transfer in September. Individual transition arrangements/plans are put in place where necessary to facilitate orientation and ensure a smooth transition.

14. Links with other agencies and voluntary organisations

The Academy at Shotton Hall invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo and Head of Pastoral Care are the designated persons responsible for liaising with the following: -

- The Education Psychology Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- CAMHS
- Specialist Outreach Services
- School Health

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

In cases where a student is under observation or a cause for concern, focused meetings or a CAF will be arranged with parents and appropriate agencies invited.

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