

***Special Educational Needs
and Disability (SEND) Policy***
November 2018



1. Introduction

All young people, wherever they are educated, have a right to develop alongside each other within their local community.

Parents¹ must be able to have confidence that their son's/daughter's needs are being met quickly and effectively throughout their education and as they move into adult life.

Young people identified as having SEND have the same common needs and the same rights as other young people at the same stage of development.

All young people should have access to an appropriate curriculum, with teaching and learning strategies that maximise their potential to achieve, prevent failure by removing barriers to learning and provide them with a wide range of challenges.

2. Aims

The aims of this policy are to:

- Ensure that The JCB Academy (the academy) complies with the government's statutory guidance (2014) on the Special Educational Needs and Disability (SEND) system for children and young people aged 0 to 25.
- Ensure that the academy complies with The Equality Act (2010).
- Communicate how the academy will have regard to the SEND Code of Practice when carrying out its duties toward all learners with SEND.
- Define SEND and the academy's provision for SEND learners.
- Inform parents about how the academy will do its best to ensure that the necessary provision is made for any SEND learner.

3. Vision

3.1 At the academy all learners will:

- be fully involved in all aspects of academy life, regardless of their SEND or any other factor that may affect their attainment or ability to feel integrated into the academy;
- learn at a pace appropriate to their abilities and development;
- have their strengths recognised and valued and their weaknesses supported, as categorised in section 5.2 below.

3.2 Staff, parents and learners will work together to promote individual and group success and achievement

¹ Within this document, the term *parent* refers to those with parental responsibility for a learner

4. Teaching, learning, assessment and monitoring

At the heart of the work in each learning session is a continuous cycle of planning, teaching and assessment which takes into account the wide range of abilities and interests of learners. The majority of learners will learn and make progress within these arrangements.

Learners whose overall attainment in specific subjects fall significantly outside the expected range *may* have SEND.

Learners in the category above can be identified by any member of staff who should share their concerns with the academy's Assistant SENDCO to enable further investigation to take place following a '*plan, do, review*' process. A full assessment of need will be carried out collaboratively with all relevant staff to ensure a full understanding of the learner's strengths and weaknesses.

5. Procedures

The academy recognises that some of its learners will have SEND and is mindful of its duty to provide a broad and balanced curriculum for all learners.

The academy values the abilities and achievements of *all* its learners, promoting maximum development of knowledge, skills and understanding combined with personal and social growth and development. All learners have the same entitlement to participate in all aspects of academy life.

The academy will provide an educational environment where learners with SEND make progress and their contribution is valued. It will also recognise the importance of taking into account the views of the learner and the effective partnership with parents.

The academy's underlying principle is one of inclusion and the expectations arising from SEND guidance (2014) are central to this SEND Policy and the provision and practice delivered. All members of the academy community have an understanding of SEND and the role that they play in supporting learners. Inclusion does not mean treating all learners in the same way, it means taking into account the learners' varied life experiences and needs and making reasonable adjustments to ensure equal opportunities for all.

5.1 Definition

Learners have SEND if they have a learning difficulty which calls for special educational provision or reasonable adjustment to be made for them.

Learners have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;



- have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

5.2 The four areas of SEND

- Cognitive and Learning: general or specific learning difficulties which inhibit educational progress.
- Physical Health: disabilities or physical health conditions which impact upon learning, regular attendance or involvement in some activities without reasonable adjustments being put in place.
- Communication and Interaction: physical or emotional conditions which can impact upon a learner's ability to interact with others and may impact on their ability to take a full part in academy life.
- Social, Behavioural and Mental Health Needs: factors which may inhibit educational progress, affect relationships and prevent active participation in all aspects of academy life.

5.3 Procedures for identifying learners with SEND

These may include:

- Observation of learners and assessments carried out during induction days.
- Liaison with feeder schools regarding KS2 and KS3 data and information relating to learners' SEND.
- Use of standardised tests on transition (reading and spelling tests, CATs).
- Discussions between teaching and support staff.
- Observations made by teaching and support staff.
- Progress reports and EGCUP data.
- Concerns raised and shared by parents.
- Concerns raised and shared by learners.

5.4 The SEND Team will:

- Provide additional support for these learners with SEND through a graduated response (see 5.5).
- Provide a continuous framework of monitoring and assessment; this will provide an effective check on the learner's progress. All learners on the SEND Register will have regular reviews of their attainment.

5.5 Graduated response to SEND

In accordance with the SEND Code of Practice the academy has a graduated approach for supporting SEND learners.



Learners identified as having SEND are identified as being in receipt of 'SEND Support' and will be recorded as such on the academy's Provision Map.

In accordance with the categories detailed in 5.2, learners with SEND will have their needs, strategies for support and other relevant information detailed on their Learner Profile.

Learners with more complex needs may have an 'Education and Health Care Plan' (EHCP); - *formerly known as a Statement of Special Educational Needs*. The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. All EHCPs will be reviewed annually in line with SEND procedures for the relevant local authority.

All learners with SEND will have their needs and strategies for support detailed within each Classroom Support Plan.

Learners with SEND may be assessed for Exam Access Arrangements and their entitlement will be notified to them and to their parent. How learners choose to use their entitlement will be detailed within their Learner Profile and formally notified to the Exams Officer to enable an appropriate provision to be made.

6. Provision for learners with SEND

Provision may include:

- Learning Support Mentor support in lessons.
- Learning Support Assistant (Learner Specific) support within and without lessons.
- Learning Support Assistant (SEND) support within and without lessons.
- Specialist Learning Support Assistant support in core subjects.
- Specialist equipment if required.
- Exam access arrangements.
- Differentiation.
- A flexible curriculum.
- Additional literacy lessons.
- 1:1 support from the Assistant SENDCO.
- The involvement of relevant external agents to assess need and support learning.
- Reasonable adjustments to enable them to join in activities which would otherwise not be available to them.

The Classroom Support Plan provides full details of when and where support is allocated.



7. Responsibilities

7.1 The Assistant SENDCO has responsibility for the day to day delivery of the SEND provision.

This includes:

- Maintaining the SEND Register and Provision Map
- Contributing to Learner Profiles for those learners with SEND.
- Co-ordinating provision for learners on the SEND Register.
- Liaising with, and advising, relevant academy staff on learner needs and strategies to support them.
- Ensuring accurate and confidential records of learners on the SEND Register.
- Liaising with parents of learners with SEND.
- Alongside the academy SENDCO, completing relevant paperwork and holding annual reviews for learners with an EHCP.
- Contributing to staff training
- Liaising with relevant external agencies.
- Co-ordinating the screening process for exam access arrangements.

A team of Learning Support Mentors and Learning Support Assistants work alongside Learning Managers to provide day to day support within the academy learning environment and on external learning opportunities. There is close contact between House Team Leaders, Learning Support Mentors, Learning Support Assistants and the Learner Support Team to ensure provision is carried out across the curriculum. Additional support is provided to learners with EHCPs and learners requiring targeted support in core subjects.

7.3 Extra support is given to small groups or individuals as and when required. Pastoral support is co-ordinated by the Learner Support Team Leader liaising closely with the Assistant SENDCO.

7.4 The senior manager responsible for monitoring SEND is the Director of KS4 who is the named SENDCO.

7.5 The Safeguarding and Learner Welfare Link Governor is the governor with responsibility for SEND within the academy.

Date of approval by Governing Body:	21 September 2010
Updated:	June 2011
Reviewed and reapproved:	5 July 2016
Reviewed and reapproved:	26 November 2018
Date of next review:	November 2020