



# **Special Educational Needs and Disabilities (SEND) Policy**

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All students, regardless of any Special Educational Need/Disability are entitled to full access of The Pingle Academy within the context of the Local Governing Body's aims and objectives, which they summarise in the mission statement:

"A place for everyone RESPECT | ENGAGE | SUCCEED"

The Pingle Academy is an inclusive academy where diversity is celebrated. The Pingle Academy is part of The de Ferrers Trust and aims to deliver the following vision:

"To ensure that all children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background".

## **Legal Framework**

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

## **Definition of Special Educational Needs and Disabilities (SEND)**

The law states that a child has a special educational need if he / she has a:

- significantly greater difficulty in learning than the majority of others of the same age.
- disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions.

The Pingle Academy staff are aware of the health and care needs of their students. Staff follow guidelines of good practice to constantly review and adapt to the needs of our students.

## **Areas of SEND**

The Code of Practice 2014 states that:

***'A student has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to students of the same age.'***

The Pingle Academy will make reasonable adjustments for students within the defined broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and / or physical.

## **People involved**

- Students
- Parents
- SEND governors:
- Principal/SEND Lead: Mrs V Sharples
- SENDCo: Ms Laura Slavin
- Head of ERS: Mrs L Harling
- Inclusion Support Assistants (formerly Teaching Assistants)
- All Teaching Staff
- Behaviour/Pastoral Support Managers
- Student Support Centre (on site)
- Head of Student and Parents Services
- Behaviour Support Service (LA)
- Positive Support
- Career Torch
- Educational Psychology Service
- Alternative providers e.g. Chameleon Academy of Construction, Forest Lodge.

## **Additional support may be accessed through the LA/Health Service:**

- Link to Derbyshire County Council local offer:

- Speech and language therapy
- Occupational therapy
- Early help team
- Support Services for the Hearing/Physically/Visually impaired
- Derbyshire Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Academy nurse
- Physiotherapy Service
- Educational Welfare Officer

## **Responsibilities**

1. **Students:** The Pingle Academy has high expectations of all students and encourages students to take greater responsibility for their learning journey, as they mature. Through age appropriate methods, students are involved in identifying areas for support and in agreeing their targets. Students' views are sought and their honest contributions form the basis for their support. Students are asked to reflect upon their attitude to learning and the barriers to making academic progress.
2. **Parents/Carers:** The academy is committed to working closely with all parents/carers and recognises that they have skills and insights about their children which can help to improve planning and provision. Parents and carers play a key role in enabling their children to achieve their potential, They are responsible for:
  - Informing the academy about any specific needs their child may have upon entering the academy.
  - Informing the SENDCo and allowing information to be shared if any need is investigated during their child's time at the academy.
  - Providing copies of formal assessments or reports written by the previous school, any specialists or outside agencies.
  - Allowing initial assessment to take place within the academy.
  - Participating in sympathetic and positive discussion in relation to their child's difficulties, attainment and progress.
  - Supporting their children by working with them at home, attending meetings as required and informing the academy of any problems that may arise.

3. **Teachers:** Academy teachers are committed to the holistic development of all their students. Information is supplied to all staff through the SEND Register on the Staff Portal and Student Support Profiles (SSPs) located in our EduKey Provision Mapping software, which is updated on a regular basis. Teachers are responsible for:

- The academic progress of your child, to include setting targets as required.
- Identifying and reporting concerns, and where necessary completing a SEND referral.
- Planning and delivering the curriculum for your child in class, differentiating as necessary.
- Personalised teaching and learning for your child, within the remit of reasonable adjustments.
- Ensuring that the academy's SEND Policy is followed in their classroom
- Evidencing the use of the graduated approach model of assess, plan, do, review.

4. **Inclusion Support Assistants (ISA) Teaching Assistants (TA):** ISAs/TAs support students in lessons as well as working with individuals and small groups.

ISAs/TAs are responsible in the first instance to the SENDCo, Head of ERS. They are also responsible for:

- Working co-operatively with teachers to support the learning and progress of students.
- Carrying out duties as assigned by the class teacher, Head of Faculty, Progress Leader or SENDCo/Head of ERS.
- Supporting students to access as much of the lesson as possible.
- Encouraging students to become independent learners
- Removing barriers to learning
- Fostering co-operative working and facilitating the development of friendships to support students in the development of their social, communication and life skills.
- Reporting concerns promptly to the SENDCo.
- Recording relevant information in a timely manner.
- Liaising with and supporting parents/carers as necessary.

ISAs/TAs may also carry out duties as assigned by the SENDCo/Head of ERS to support students with physical needs and perform routine tasks such as:

- Organising and running 1:1 or small group interventions

- Contributing written advice to annual reviews
- Monitoring progress of students
- Preparing case studies.

ISAs/TAs may be given specific responsibility for particular intervention programmes. A record is kept of the work/progress for each student including baseline and regular test results.

## 5. **SEND Faculty**

- Oversee the operation of the academy's SEND policy.
- Co-ordinate provision and monitoring SSPs for students with SEND.
- Assist in the development, monitoring and evaluation of the SEND policy.
- Contribute to the in-service training of staff in relation to SEND.
- Liaise with parents of students with SEND.
- Liaise with the academy's Examination Officer and outside agencies.
- Maintain a central record of all students with SEND.
- To be vigilant for students who might appear to have a learning difficulty or disability.
- To assist faculties to identify SEND, differentiate planning, target setting and offer additional support according to the needs of the students.
- Liaise with the SENDCo.
- Review SSPs and notify staff of updated information in respect of individual students.

## 6. **SEND Leaders**

They are responsible for:

- Developing and reviewing the academy's SEND policy.
- Co-ordinating all the support for students with special educational needs or disabilities.
- Updating the academy's SEND register (a system for ensuring that all the SEND needs of students in the academy are known) and making sure those records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the academy, so that they can help students with SEND in the academy to achieve the best possible progress.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving.
- Involved in reviewing how your child is doing.
- Liaising with all other agencies which may be involved with your child eg Educational Psychology, Behaviour Support Service, Health Service.
- The SENDCo is accountable to the Principal and Local Governing Body and keeps them informed of developments.

## **Admission Arrangements**

The Pingle Academy welcomes applications from all students. We cater for students who have a wide range of special educational needs and disabilities. They may come from any part of South Derbyshire or from neighbouring Local Authority areas, where appropriate funding can be arranged. At The Pingle Academy we seek to maximise the inclusion that all students can experience.

There are also many other students with special educational needs within mainstream provision, whose needs are identified as SEN support and who are admitted from the regular catchment area of the academy. Full details of the admission arrangements can be found in the academy's prospectus and on the academy's website.

All parents/carers and students are encouraged to visit the academy at least once prior to admission and requests for individual visits can be made either to the Principal, the SENDCo or Head of the ERS (LSB - Learning Support Base/ARC - Autism Resource Centre).

Within this context students with additional needs will:

- a) Have access to a broad and balanced education.
- b) Be positively encouraged to participate in the life and work of the academy to the best of their abilities, whatever their needs.
- c) Be seen as the responsibility of all staff, and
- d) Be given help and guidance to prepare them for adulthood.

We welcome students with physical disabilities provided that the site is suitable. However, we advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the SEND Faculty before an application is made so that we can ensure the provision is adequate.

The Pingle Academy conform to SEND regulations, therefore full disclosure of needs that are already known (or are under investigation), are required from parents during the admissions process, so that the academy can ensure provision is in place for the children enrolled.

### **Identification and Assessment of Students' needs**

Whilst some students join the academy with a diagnosis of SEN or disability already in place, the academy has in place a number of procedures, which can act as trigger points at which a student may be identified as having a possible SEND.

Within The Pingle Academy, the needs of a student are identified by considering the needs of the whole student, not just the SEND.

- All students undergo entrance assessments
- Subject teachers make regular assessments of progress for all students. From this, the academy is able to identify pupils making less than expected progress given their age and individual circumstances.
- Members of staff make referrals when there are concerns about a student's work, in line with the Graduated Approach.
- Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are CIC and eligible for the Pupil Premium.
- Following regular data analysis, disparities between scores and underachievement in tests can trigger individual diagnostic testing by a member of the SEND Faculty on an individual basis.
- The SENDCo regularly meets relevant members of staff to discuss students who are underachieving and may need additional support to help them to reach their potential.
- A member of the SEND Faculty will contact the parents/carers of all students who are referred to them and will keep parents/carers informed of the results of any assessments which have been conducted and advise them of any additional support which has been put in place or will be required.
- The SEND Faculty will review the student and decide on the most appropriate process for referral.
- The SENDCo may recommend a request for additional funding to support adjustments to the provision; a SPOA; a formal assessment by an Educational Psychologist, medical practitioner or other specialist as appropriate. Consent of all parents/carers with parental responsibility is required to access the Educational Psychology Service and some other services.

- Following any formal assessment, the parents/carers should provide a copy of the report to The SEND Faculty. A member of The SEND Faculty will then invite parents/carers for a meeting to discuss the findings of the report and the next steps available to support their child, acting on any recommendations.

## **Co-ordinating Support**

Where a student is identified as having SEND, the academy will seek to remove barriers to learning and put SEND provision in place. We aim to provide a graduated response to match each student's level of need. At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills. Parents/carers are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by telephone consultations, electronically and through meetings (including scheduled parents'/carers' evenings). A copy of the Student Support Profile is made available to all staff and is an active document.

The Pingle Academy approach to SEND, once identified, is graduated broadly as follows:

Wave 1: Reasonable classroom adjustments/differentiation for students with recognised SEND.

Wave 2: Small group interventions to target key skill areas in specific aspects.

Wave 3: Support lessons for specific learning needs to suit the needs of the students, based on information gained through assessment data and class performance.

All SEND support will take the form of a four part cycle:

- Assess – the broad area of need to identify the barrier to progress
- Plan – all staff are responsible for planning to allow access to the curriculum.
- Do – differentiation/adjustments/interventions/support will be delivered.
- Review – the effectiveness of the 'Do' will be reviewed regularly through EduKey.

The Academy has two Local Authority (LA) funded Enhanced Resource Provision (ERS). Students require an Education, Health and Care Plan (EHCP) to access these provisions and places are decided upon by the LA.

A student will only be considered for a place in an ERS provision after careful discussion with parents/carers, families and the local authority.

- The Learning Support Base (LSB) caters for those students with significant special needs. They have access to a broad and balanced education, including the National Curriculum. A placement in the LSB is flexible, and can be long or short term, full or part time depending upon the needs of the student.
- The Autism Resource Centre (ARC) provides a calm, caring and supportive environment for students on the autism spectrum who need a specialised provision. Students can access mainstream lessons and be supported appropriately. Students may be withdrawn from some mainstream lessons according to their individual needs and all ARC students will follow a social skills programme to help to develop their social, communication and life skills. A holistic approach will be taken to the students' education and development. An allocated quiet area and sensory room are available for students to use.

## **Records of SEND**

All students with identified SEND are listed on the SEND Register. The register details any student who has received support within the SEND Faculty during the current or the previous academic year. The SEND Register is updated regularly and is electronically available to all members of the teaching staff.

Summaries of student's SEND, recommendations for their support and any access arrangements, as well as brief records of support are recorded on the academy's electronic database. (EduKey)

In addition, the SEND Faculty maintains records in secure online facilities or secure filing cabinets, containing detailed records of assessments, support, meetings with parents/carers and consultations for each student on the SEND register, as well as for all students who have received Learning Support.

The Academy utilise EduKey Provision Mapping software as a central database to store SEND information, including SSPs, assessment data, the graduated approach/target setting, provision details, meeting notes and files. GDPR compliancy is ensured.

## **Examinations and Access Arrangements**

When undertaking external examinations, some students with SEND or EAL may require some form of Access Arrangement, as defined by the JCQ examination board.

## **Access Arrangements**

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ<sup>CIC</sup> awarding body approval.

The application to JCQ for access arrangements is a rigorous process. It depends heavily on the evidence provided by the school, of a student's 'normal way of working'. The Pingle Academy conducts audits within examinations to ensure all students have the appropriate arrangements for examinations. JCQ applications are supported by assessment reports, conducted by a specialist assessor.

It is important to note that students with SEND do not automatically qualify for Access Arrangements and the provision of Access Arrangements must not give a student an unfair advantage.

Students who qualify for Access Arrangements, according to JCQ regulations, will be given the opportunity to use their specific Access Arrangement in end of year exams and in their GCSE mock exams as well as final GCSE and A-Level examinations. Students for whom additional time is awarded also have this available to them during mock examinations and tests, when appropriate.

## **Reasonable Adjustments**

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment, in comparison to someone who is not disabled.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements, for example the use of braille paper for a visually impaired candidate.

## **Special Consideration**

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment. This can be applied to should the

centre feel the circumstances would be likely to have an effect on the candidate ability to demonstrate their normal level of attainment in an assessment or exam.

### **Evaluating the success of provision**

At The Pingle Academy we make best endeavours to evaluate the success of provision, including:

- Consultation with subject teachers regarding the outcomes and recommendations of The SEND Faculty.
- Consultation with and involvement of parents/carers and students.
- Review of provision through EduKey, based upon defined success criteria.
- Review of targets through EduKey, based upon defined success criteria.
- Analysis of outcomes and close liaison with Faculty's and Progress Leaders.

In evaluating the success of provision, Faculties are able to refer to the following:

- Progress made on targets agreed with the student.
- Progress made with support compared to MIDYIS scores and classroom assessments.
- Effectiveness of INSET delivered and of lesson observations and feedback.
- Comparison of examination results before and after interventions.
- Review of target grades and highlighting value added for GCSE and A-Level results.
- Effectiveness of the Three Wave Approach and how this supports teachers and students.

Given that teaching is a matter for the whole Academy, it is not always possible to measure students' progress in the SEND Faculty in quantifiable terms. However, the above provides a non-exhaustive list of the ways in which the Faculty is able to evaluate our success.

### **Training**

At The Pingle Academy we are committed to providing individual and group training, as required, to all staff and to keep staff informed of any changes in legislation or procedures to facilitate good practice.

Members of The SEND Faculty provide training for teachers as follows:

- Advising teachers on the specific difficulties of students, their profiles of strengths and barriers to learning, including teaching strategies to support them in the classroom
- Providing induction for new teachers/ITT Students
- Providing whole Academy INSET.
- Providing individual training as needed.

In addition, members of The SEND Faculty attend specialist courses, as appropriate, to ensure their practice remains up to date and is informed by the most recent developments in the field of SEND. These may include but are not limited to:

- Attending courses to update information regarding exam access arrangements.
- Attending the annual NASEN Conference.
- Attending other courses as relevant.
- Attending regional SENDCO meetings to share and exchange good practice in independent academies.

### **Transition arrangements**

We aim for students leaving The Pingle Academy to move on to any Further Educational establishment of their choice. Any additional provision that has been put in place to support a student will be shared with the next setting and reports shared with the permission of parents/carers. The SENDCo will also pass on any other documentation, with permission from parents/carers, when requested to do so, by other educational establishments.

### **Entry into Year 7**

The Year 7 Progress Leader and SENDCo will visit each child's primary school to build a holistic picture of each child, to include assessment data, strengths and prepare children for a positive transition into Year 7. This may include additional visits to discuss children and parent/carer meetings. In some instances, additional testing is indicated and permission will be sought if necessary. Primary Heads or a representative is invited into the academy to share relevant information about children.

Children may be invited to take part in enhanced transition, which includes visits and activities with designated members of staff to support their inclusion into Year 7.

They will attend a day in the academy with the rest of their year group and have the opportunity to meet staff. Parents/carers will also be invited to a Year 6 intake evening where you will have the opportunity to meet your child's form tutor and other key members of staff.

Parents/carers will be invited to contribute to a parent questionnaire to provide us with additional information you would like to share with staff.

If a child has an EHCP, it is appropriate to invite the SENDCo to your child's Year 5/6 annual review, even if you are still considering the final placement school.

If additional funding is required from the Local authority to meet your child's needs you will be invited to discuss this and outline what provision may be suitable.

Teaching staff are provided the full list of transition information to assist them in preparing for your child's start in the academy.

### **Other Agencies**

The SENDCo at The Pingle Academy can offer advice to parents/carers seeking access to the services in the 'local offer', assessment or specialist support outside the academy as needed.

Parents/Carers are required to share any reports obtained (for example from an Educational Psychologist, Occupational Therapist, Speech and Language Therapist or other medical professional) with the SENDCo. This is in order for the academy to meet the needs of the child. The SENDCo will share the results and recommendations of such reports with other members of staff as appropriate, following the information sharing policy.

### **Complaints Procedures**

- If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- If the issue cannot be resolved within ten working days, the parent can submit a formal complaint using the Academy's Complaint Procedure.
- Any issues that remain unresolved at the first stage will be managed according to the Academy's Complaints Policy. This is available on the academy website.

## Related Policies/Procedures/Documents

- Admissions Policy
- Curriculum
- Equality Policy
- Continuing Professional Development
- Health & Safety Policy
- Pastoral Care: Personal Development, Behaviour and Welfare Policy
- Academy Development Plan
- Academy Prospectus and Mission Statement

## Appendix 1

### Practical Implementation of SEND Policy

Topic	At The Pingle Academy
<b>Types of Special Educational Needs that are provided for</b>	
<b>Principles for identifying children with SEND and assessing their needs</b>	
<b>Arrangements for consulting parents of children with SEND and involving them in their child's education</b>	
<b>Arrangements for consulting children with SEND and involving them in their education</b>	
<b>Arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review</b>	
<b>Arrangements for supporting children in the moving between phases of education and preparing for adulthood</b>	
<b>Approach to teaching children with SEND</b>	
<b>How adaptations are made to the curriculum and the learning environment of children and young people with SEND</b>	
<b>The expertise and training of staff to support children with SEND, including how specialist expertise will be secured</b>	
<b>Evaluating the effectiveness of the provision made for children with SEND</b>	
<b>How children with SEND are enabled to engage in activities with children in the academy who do not have SEND</b>	
<b>Support for improving social and emotional development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying</b>	

<b>How the academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEND and supporting their families</b>	
<b>Arrangements for handling complaints from parents of children with SEND about the provision made at academy</b>	