



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

### OUR VISION

All students, irrespective of background, acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens.

### OUR VALUES

- Respect
- Resilience
- Endeavour
- High aspirations
- High standards and expectations

### RATIONALE

This policy is based on the advice and guidance as set down by the Department for Education and is in line with the SEND Code of Practice 2014.

This policy should be read in conjunction with the school's "Supporting Students with Medical Conditions Policy", "Anti-Bullying Policy" and the "SEND Information Report" on the academy's website.

We believe that all children have an equal right to an education which enables them to develop fully their individual, social and academic potential.

At Farringdon Community Academy supporting students with SEND to have access to high quality teaching and learning is at the forefront of our thinking and is at the heart of everything we do. We are committed to ensuring a broad and balanced curriculum with high quality teaching and learning experiences so that all students, including those with SEND make good progress and achieve beyond what they imagined is possible and all staff are supported and challenged in their development as pioneers of education.

All teaching staff are responsible and accountable for the progress, attainment, development and enjoyment of the students in their classes, including where students access support from teaching assistants or specialist staff. We are an inclusive Academy and believe that students with special educational needs or disabilities (SEND) have the right to thrive within our community alongside peers in a mainstream setting, wherever possible, in accordance with the DFES Special Educational Needs Code of Practice 2015.

Farringdon Community Academy has an Autistic Spectrum Provision (ASP) which has 35 places commissioned by the local authority for students with an EHC Plan and a primary diagnosis of Autism Spectrum Disorder (ASD).

## AIMS

### At Farringdon Community Academy:

- The staff and governors at Farringdon Community Academy promote a whole Academy approach to special educational needs where every member of staff is responsible for the progress and wellbeing of students with SEND.
- We work in collaboration with the Local Authority (LA) and outside agencies for the benefit of all students.
- We involve and work with students and parents at all stages of the Code of Practice process and take into consideration their views.
- We make use of outside agencies where necessary as part of the local offer using a planned and graduated response to individual need.
- We work closely with partner primary schools in order to share detailed information about students with SEND, and to continue with a comprehensive assessment and recording programme throughout the Academy, including the passing on of relevant paperwork.
- We remove barriers to learning by providing teaching & learning methods, resources and learning opportunities that are adapted to meet the needs of all students.
- We work hard to close the gaps in learning with their peers, for students on the SEND register and to review student progress termly or more often if appropriate.
- We work collaboratively with Curriculum Leaders (CLs), the Senior Leadership Team (SLT) and Pastoral staff to inform and support individuals' needs through sharing assessment information, plans, provision mapping, EHCP outcomes and any other information that supports the needs of students with SEND
- We evaluate annually the effectiveness of the SEND provision within the Academy to ensure it meets students' needs.

Students achieve their full academic potential as demonstrated in the qualifications they achieve and students are supported in developing the skills they need to be successful

- Students' needs are supported and aspirations are nurtured
- Students are empowered as learners so that their love of learning transcends school and they become lifelong learners with the necessary qualities needed to achieve beyond school
- Teachers are supported to be lifelong learners through a strong commitment to professional development
- Teachers' are committed to their development and to providing outstanding standards of teaching
- Teaching and learning is a shared responsibility
- The curriculum is designed and cultivated by staff and students
- We work hard to create a culture of teaching and learning which is rooted in our Academy's values.
- Teaching and learning is continually reviewed so that effective and timely support is provided to both staff and students to ensure high standards and a strong commitment to our Vision and Values.

## **Definition of Special Educational Needs**

Students have special educational needs if they have difficulty accessing the curriculum which calls for special educational provision to be made for them. Students have difficulty accessing the curriculum if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age,
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. However, these four broad areas of need provide an overview of the range which are planned for:

- Communication and interaction, including autism.
- Cognition and learning, including MLD and SpLD.
- Social, emotional and mental health difficulties (SEMH).
- Physical disabilities, including visual and hearing impairment.

Identifying Special Educational Needs and Disabilities Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents, carers and staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the student's individual need(s). Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent social and emotional difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

## **Objectives**

- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2015, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting students at school with medical conditions 2014.
- To ensure that all students' needs are identified, assessed and met and regularly reviewed to improve outcomes.
- To ensure all staff are aware of disability equality and support positive outcomes for students.

- To provide flexible and sensitive support for student learning and cater for students short and long term needs.
- To ensure that teaching staff are aware of students needs and to provide relevant information to inform their planning of classroom experiences.
- To give guidance on appropriate resources to meet the needs of the Academy and individual students.
- To establish a working partnership with parents to support student learning and development.
- To provide a framework for the monitoring, and evaluation of policy, practice and provision.
- To support appropriate CPD training for all staff.
- To keep the governing body informed of all aspects of learning support in The Academy.

### **Roles and Responsibilities**

The overall management of Special Educational Needs (SEN) is the responsibility of the SENDCo.

#### **The SENDCo (Key Stage 3 and Key Stage 4) is responsible for:**

- The day to day operation of the Academy's SEND policy.
- Liaising with staff to discuss the allocation of resources and provision.
- Liaising and advising fellow teachers.
- Monitoring departmental delivery of the SEND policy.
- Co-ordinating provision for students with SEND.
- Identifying students for screening process and assessments.
- Ensuring the Academy's SEND register is up to date.
- Maintain and oversee the records on all students with SEND.
- Liaising with parents/carers of students with SEND.
- Liaising with schools including feeder primaries and specialist settings.
- Supporting transition for students with SEND.
- Contributing to the CPD of staff and supporting the teaching and learning of students with SEND.
- Being aware of what is being provided as the "local offer of services".
- Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.
- Liaising with designated teachers where a child, who is looked after by the Local Authority, has SEND.
- Liaising with and advising fellow teachers and support staff.
- Monitoring interventions and support to close the gaps in learning between students on the special needs register and their peers.
- Advising a graduated approach to providing SEND support.
- Advising on the use of the Academy's delegated budget/other resources.
- Being responsible and accountable for the whole school SEND resources
- Liaising with potential next providers of education.
- Liaising with other SENDCOs, both locally and nationally.

- Work within the guidance provided in the SEND Code of Practice 2015.
- Work with the Headteacher and Academy Governors ensuring the Academy meets its responsibilities under the Equality Act.

**The ASP Leader is responsible for:**

- The day-to-day operation of the ASP.
- Co-ordinating provision for students within the ASP.
- Maintain and oversee the records on all students within the ASP.
- Liaising with parents/carers of students within the ASP.
- Liaising with schools including feeder primaries and specialist settings.
- Supporting transition for students within the ASP.
- Contributing to the CPD of staff and supporting the teaching and learning of students within the ASP.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Liaising with designated teachers where a child, who is looked after by the Local Authority, is within the ASP
- Liaising with and advising fellow teachers and support staff.
- Monitoring interventions and support to close the gaps in learning between students within the ASP and their peers.
- Advising on the use of the budget allocated to the school for students within the ASP and being accountable for this budget to the academy and the local authority.
- Liaising with the SENDCo (Key Stage 3 and Key Stage 4).
- Work within the guidance provided in the SEND Code of Practice 2015.
- Work with the Headteacher and Academy Governors to ensure the ASP meets its responsibilities under the Equality Act.

**Subject Leaders across the curriculum will ensure that their department has:**

- Appropriate curriculum provision and delivery clearly stated in their schemes of work and lesson planning.
- Appropriate teaching resources for students with SEND.
- Procedures in place to monitor the provision of quality first teaching and departmental interventions and their impact upon the progress of students with SEND.

**All staff will be responsible for:**

“All teachers are teachers of students with special needs and disabilities.”

- Delivering quality first teaching.
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND team.

- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring students' SENDs are considered in lessons.
- Monitoring progress of students with SEND against targets and objectives.
- Be fully aware of the academy's procedures for SEND.
- Raising individual concerns to the SENDCo or ASP Leader.

**Teaching Assistants and HLTAs will:**

- Support students with SEND and the wider school population.
- Plan and deliver individualised intervention programmes where appropriate.
- Monitor the progress of students against targets.
- Contribute to individual plans for students.
- Contribute to the review process, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher, SENDCo or ASP Leader.
- Support SEND students on educational visits and all other students where possible.
- Jointly plan with teachers, where appropriate.

**Admission Arrangements for students with SEND**

Farringdon Community Academy believe that the admissions criteria should not discriminate against students with SEND and has due regard to the Code of Practice. Admissions arrangements for students with SEND, (but without an Education, Health and Care Plan), do not differ from those of other students. However, in the case of a student in possession of an Education, Health and Care Plan, the placement recommendations of the last Annual Review will be taken into account according to the academy's Admissions Policy.

The ASP has 35 places commissioned by the local authority. The local authority is the admitting body to the ASP. All students will have the ASP named on the Education, Health and Care Plan and will have a primary diagnosis of ASD. The number of commissioned places is reviewed annually depending upon citywide need. In some instances the local authority may request that a student attends the ASP on an assessment basis. This would usually be for the purpose of helping to identify what level of specialist provision a particular child may need, or to support the local authority in carrying out a formal statutory assessment of a child's SEND.

## **Allocation of resources**

The academy is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs through Higher Needs Funding.
- Delegated and designated budgets.
- Also, in some part, the student premium depending upon the needs of the cohort.

Places in the ASP are funded by the local authority. Funding for individual students will be dependent upon their level of need.

## **Identification, Assessment, Provision and Review Identification**

The academy uses the graduated response as outlined in “The Code of Practice (2014)”. To help with this process, a variety of screening procedures are used, which are then disseminated to teaching staff.

### **New Intake Students in Year 7 (Primary Liaison)**

- Primary schools are visited/contacted throughout the year prior to transition.
- Any student identified as having a SEND need is referred to the SENDCo.
- The LA notifies the school about students who are transferring with EHC plans in the spring of their Year 5 where practicable. The SENCo attends their Annual Review in Year 6 to ensure a smooth transition is made. At transition, the SENDCo becomes the lead professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer concerning the students’ needs. The SENDCo would meet parents and carers at an Annual Review.
- Positive links are made with parents and carers.
- Information based on the results of national tests undertaken by students is gathered.
- Any other relevant assessments may be carried out prior to entry or upon entry to the Academy with the agreement of parents and carers.

## **Screening and Assessments**

On entry to the Academy in Year 7, we carry out a number of assessments. These include assessments of reading, spelling and writing. We also use the MIDYIS assessment with all Year 7 students. These assessments are used in conjunction with the assessments carried out by primary schools at the end of Key Stage 2. We use the results of

these assessments to determine whether any further diagnostic assessments are needed to help identify the specific needs of students so that intervention can take place as early as possible.

Screening tests and assessments are used when required with students in other year groups. In the Academy, these assessments are carried out by teachers and HLTAs.

In KS4, students on the SEND register will be assessed for examination 'access arrangements'. All our outcomes will be communicated to parents/carers by letter.

### **Staff Observation**

- Members of staff consult with the SENDCo if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. Parents are fully consulted as part of this process.
- The SENDCo may then ask for additional diagnostic assessment to be undertaken by other professionals from outside of the Academy.

### **Referrals by Parents or Carers**

A student's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are logged and acted upon and then followed up with the parents in order to plan a way forward for the child.

### **Teaching students with SEND is a whole school responsibility.**

Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at the Academy learn and progress through these differentiated arrangements.

The progress of students with SEND will be monitored by the SEND Team in a number of ways including monitoring and reviewing any planned interventions or provisions, monitoring academic and personal progress, observation of students in lessons, work scrutinies and listening to the views of the child.

### **A Graduated Response and SEND Ranges**

Different areas and levels of need often require a range of strategies and support to enable students to achieve well and make progress. Provision is identified and managed by the SENDCO (Key Stage 3 and Key Stage 4) and ASP Leader and will be planned for and delivered by teaching and support staff. Depending upon the student's needs,



the Local Authority 'Ranges' document should be used to decide the area and level of need and put in place the appropriate strategies from the 'Ranges' document.

### **The Graduated Response:**

#### *Wave 1*

Quality first teaching by all teaching staff. This will be ensured by our Academy's monitoring and evaluation processes. The SEND Team will work in close partnership with the Quality of Teaching and Learning Team to ensure that students with SEND have access to high quality teaching and learning.

#### *Wave 2*

Is initiated where students have not made adequate progress as identified by the SENDCo through the assessment arrangements. Criteria for Wave 2 include:

- Low Numeracy/Literacy scores
- Significantly below national expectations
- Teacher's observations
- Primary teacher's comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as Read Write Inc
- Smaller group sessions and withdrawal groups for additional literacy and numeracy, delivered by HLTAs/SEND team
- Small intervention groups for dyslexia, spelling, reading comprehension difficulties and social skills
- Appropriate teaching groups
- Group support on a regular basis/individual mentoring
- Social/communication groups for students with ASD and communication difficulties

#### *Wave 3*

Where students fail to make adequate progress, despite additional provision at Wave 2, the Academy may need to seek advice and involvement from external support services. They may be requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff
- An Individual Student Learning Plan is written and new strategies are put in place following the involvement of student and parents.

- Should the assessments identify that a student with an EHC Plan requires additional provision on a regular basis for an extended period then the school will apply for additional resources via the annual review process. The application will be evaluated against criteria established by the LA and in line with the 'SEND Ranges' and annual review process.
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### **EHCP Assessment**

If, after at least two termly reviews of a student's SEND at Wave 3, a student fails to make adequate progress and has demonstrated a significant cause for concern, the academy and/or a parent /carer may decide to request that the LA begins the Education Health Care Plan (EHCP) Process. This may lead to the student being provided with an EHCP written by the local authority. If the Academy is making this request of the LA the SENDCo should follow the LA's procedures for requesting a formal statutory assessment of special educational needs.

If a parent or carer wish to make this request of the local authority, the academy will advise them of the process for parents and carers.

### **Student Reviews**

The strategies that will be employed at Wave 2, Wave 3 and for students with EHCPs are recorded in provision maps and support plans/ individual learning plans.

Students' SEND information is communicated to all staff who support the student's learning, and to the parents or carers and the student. Students at waves 2 and 3 should be regularly reviewed to monitor their progress. In most instances this will be twice a year (additional to the usual schedule of monitoring progress for all students in the Academy). This will be shared with parents either in person, by telephone and then in writing.

Students are included in the review process and their 'voice' should be central to any decisions that involve them.

### **Provision of an Appropriate Curriculum**

It is the responsibility of all curriculum areas at the Academy to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND and ASP teams. The SEND and ASP teams can help curriculum areas in the following ways (this is not an exhaustive list):

- Planning with individual members of staff / departments
- Selection / design and preparation of suitably differentiated materials
- Selection / design of teaching strategies
- Helping to plan appropriate programmes of work
- Advice about and help with the preparation of relevant and differentiated materials
- Evaluating and reviewing what has been achieved

- Some SEND students may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is usually for Wave 2 and 3 interventions
- The SEND team provides Professional Development for NQTs and other new staff at the school, on the procedures for SEND at the Academy
- Whole-school Continual Professional Development concerning SEND is a whole school priority

### **Arrangements for considering SEND related complaints**

If a parent is unhappy about the arrangements made to meet the SEND of their child, they should discuss this with the SENDCO (Key Stage 3 or Key Stage 4) in the first instance, or the ASP Leader where the child is within the ASP. The Assistant Headteacher with line management responsibility for SEND will address secondary complaints and then by the Headteacher, if the matter is not resolved. If a parent or carer continues to be dissatisfied they should follow the complaints procedure outlined on the Academy website.

### **Arrangements for Inclusion**

The academy's policy is to provide all students with access to a rich and broad curriculum, which meets the needs of children of all abilities and ages. The use of setting in some subjects and the differentiation of work in all lessons enable this to happen.

Students can be disapplied from National Curriculum subjects. This is only considered in extreme circumstances when all parties, particularly the parents/carers, students and appropriate services, request it.

Students with SEND are included fully in the school curriculum. All students join in all activities, as far as is reasonably practical, both curricular and extra-curricular, except where an activity may constitute a problem for any student's health or safety.

### **Partnerships in our Academy**

The SENDCO (Key Stage 3 and Key Stage 4) and ASP Leader work closely with the school's leadership team, Curriculum Leaders and Heads of House. Information and concerns are always discussed with the appropriate member of staff. Academy systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

### **Parents and Carers**

The academy actively seeks to work with parents and carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example, hearing their child read and learning spellings.
- Parents / Carers are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls, emails or the student's planner.
- New parents / carers can attend the open evening prior to transfer and make arrangements for additional visits through the SENDCO or ASP Leader.

### **Students: The Young Person**

The academy acknowledges the student's role as a partner in their own education.

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating their targets and expressing their ambitions.
- Student views are recorded as part of the review process and their views are valued and listened to.
- Students views of themselves will inform their 'Student Passport' which is communicated to all staff they are involved with.

### **External Support and agencies**

The academy aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external agencies used by the academy include:

- Educational Psychology Services
- School Health Services
- Speech and Language Therapy Service
- Occupational Therapy Service
- CAMHS
- CYPs
- The Local Authority's behaviour support services
- The Autism Outreach Team

### **Working with other schools and the local authority**

The SENDCO (Key Stage 3 and Key Stage 4) and the ASP Leader liaises with other SENDCOs and SEND professionals in schools and with the LA:

- At Local Authority meetings concerning SEND and the ASP
- At Professional Development meetings
- At annual reviews
- On the transfer of a student with SEND
- At locally held or national SENDCo conferences

### **Transfer arrangements**

When a student with SEND transfers schools:

- All documentation about special needs included in a student's record is transferred between schools. The SENDCO, or ASP Leader, deals with specific enquiries.
- The offer of an additional induction day, days or planned programme is available for all students with SEND and vulnerability factors which may mean that their transfer needs more careful planning in order for it to be a positive experience for the child.
- The records of SEND students who leave at the end of Year 11 are kept and stored in school.
- Documentation relevant to the final review in Year 11 is forwarded to Post 16 placements, after gaining permission from parent/student to transfer the student's file in line with GDPR.

### **Making Enquiries about SEND Provision at our Academy**

Enquiries about the arrangements for, and the provision of SEND at our school should be directed to the most appropriate person:

SENDCo (Key Stage 3):	Mrs G Wall	<a href="mailto:gwen.wall@farringdonca.net">gwen.wall@farringdonca.net</a>
SENDCo (Key Stage 4):	Mrs G Craggs	<a href="mailto:gemma.craggs@farringdonca.net">gemma.craggs@farringdonca.net</a>
Autism Spectrum Provision Leader:	Mrs D Green	<a href="mailto:dawn.green@farringdonca.net">dawn.green@farringdonca.net</a>
Autism Spectrum Provision Deputy	Mr M Thompson	<a href="mailto:martin.thompson@farringdonca.net">martin.thompson@farringdonca.net</a>
Assistant Headteacher:	Miss J Reay	<a href="mailto:jill.reay@farringdonca.net">jill.reay@farringdonca.net</a>