

## Special Educational Needs and/or Disability Policy

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### 1. Introduction

The Special Educational Needs and Disabilities (SEND) Policy works alongside and in combination with the Local Offer offered by Birmingham Local Authority.

The SEND team work within the Skills School Faculty as part of a holistic approach to meeting the needs of all students.

The SEND policy takes careful account of the Education Act 1996, the SEN Code of Practice 2015, the Special Educational Needs and Disability Act 2001 and the Equality Act 2010.

All children have skills, talents and abilities and as an Academy we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education, enabling individuals to participate fully in society and preparing them to both contribute and benefit from it.
- Students who have special educational needs and/or disabilities, as identified through agreed assessment processes should be supported wherever necessary to achieve full access to the whole Academy curriculum. This is facilitated through differentiated resources, specialist equipment and support from the Skills School staff.
- Students should have personalised programmes designed to maximise opportunities to prepare them for independent living after school. This should include preparation for work, further education or obtaining training placements.

### 2. The Management of SEND

Within the Skills School Faculty, Miss A Turnbull the Associate Assistant Headteacher for SEN has responsibility to:

- Monitor the provision for students with special educational needs and/or disabilities, including general class, small group and tailored individual support
- Contribute to the mapping of provision and all required documentation
- Keep records of all pupils with SEND,
- Ensure progress is regularly monitored and reviewed
- Liaise with teachers, parents and external agencies
- Ensure annual reviews for all students with EHC Plans and provision plans are completed
- Liaise with the Leadership Team at regular intervals with regard to SEND issues
- Take part in formal meetings with external agencies regarding individual students

- Liaise with all staff to ensure the needs of all SEND students are met throughout all curriculum areas
- Provide access to training to develop the skills of individual Teaching Assistants, Higher Level Teaching Assistants, Pupil Premium Champions and Interns
- Liaise with and create reports for the SEND Associate

### **3. Admission Arrangements**

The Academy adheres to the admission policy of Birmingham LA and therefore has no special provision under admission arrangements for limiting or promoting access for students with SEND needs who are without Education, Health and Care Plans. It does, however, endeavour to provide appropriate support for students with a range of needs.

### **4. Additional Needs Provision with the Inclusion Department**

The Skills School Faculty accommodates provision for students who experience difficulties in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical
- Social, Emotional and Mental Health

As a general guide any student needing support who does not fall into one of the above categories, is referred to Student Support Forum or the Academy's Safeguarding Team.

### **5. Access for the disabled**

The Academy has provided some access for disabled students (and parents/carers) through ramped access to particular areas and toilet facilities within the Annexe and Main building. The needs of the student will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

### **6. Analysis of the Delivery of SEND support**

The following criteria are used to evaluate the value of Special Educational Needs and/or Disability provision:

- Data from diagnostic assessments to assess a student's ability to work to their full potential
- Lesson observation feedback is used to assess the suitability of the curriculum materials, delivery and support for students with Special Educational Needs and/or Disabilities
- Support systems and materials in place are regularly reviewed with the Associate Assistant Headteachers for each subject, Teaching staff and Support staff
- Student Voice, Parent Voice and Staff concerns

## **7. Future Planning**

Future planning for SEND students takes place in accordance with:

- Ongoing evaluation of the value of SEND provision
- Annual financial allowance
- Ongoing LA and government directives
- Ongoing Fairfax Multi-Academy Trust updates

## **8. Identification, Assessment, Record Keeping and Review**

The identification would be with regard to the information as outlined in the Code of Practice 2015. The triggers for interventions through SEN Support could be the teachers' or others' concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching is aimed at addressing the needs of the student
- Shows signs of difficulty in developing literacy and/or numeracy skills
- Presents persistent emotional, communication and/or interaction difficulties, which make accessing the normal Academy environment a difficulty

The gathering of information in respect of identifying the student's additional needs may be through:

- a) Liaison with teachers
- b) Liaison with primary schools
- c) Liaison with parents
- d) General observations in class or through 'book trawls'
- e) External Agencies

### **Assessment of Needs**

The assessments of a student's needs could be through either one or a range of different strategies, dependant on the original concern raised.

- a) Information shared from primary schools during the transition process
- b) Whole Academy assessments
- c) Diagnostic assessments of individuals
- d) Students referred by subject teachers as giving cause for concern
- e) Ongoing data monitoring highlighting weaknesses in key areas
- f) Screening assessments completed within the Skills School faculty
- g) Departmental/Whole Academy book 'trawls'

If, after an assessment of need, the student's level of need falls within the criteria for intervention, the student is placed on the provision map and monitored termly.

Where a student's needs are specific and require further assessment from educational or medical specialists, the Academy will make appropriate referrals once parent/carers permission has been provided.

It should be noted at this point that as an Academy we are unable to test for or diagnose Dyslexia or Visual Stress. For students who display these traits, we screen and assess them in order to identify their need and appropriate provision is put in place. In extreme cases it may be necessary to pursue a formal diagnosis in order to access GCSE access arrangements for Key Stage 4. This can either be done privately, at personal costs to parents, or through the Birmingham Dyslexia Pathway, depending on the depth of report being sought.

### **SEN Support**

Any student receiving support or intervention of any kind that is 'additional to and/or different from' the needs of peers of the same age is recognised as SEN.

Individual targets will be set and the student will have a **Target Plan** and **Pupil Passport** which will be reviewed termly. Parents are encouraged to attend meetings and contribute their view via the Academy's online provision mapping tool.

If, through the review cycle, the student is identified as being in need of more intense support, external agencies will become involved with students and Parents/carers. The student and Parents/Carer will be invited to attend a Person Centred Review and a **Support Provision Plan** may be written. A CRISP profile is completed to identify and prioritise needs and assist the Student Support Plan.

### **Support Provision Plan**

The triggers for a Support Provision Plan (SPP) could be that, despite receiving an intense programme of support the student continues to:

- Lack progress in specific areas, giving serious cause for concern
- Work well below the level of his/her peer group
- Display emotional, communication and/or interactive difficulties which affect his/her health and give cause for concern

### **EHC Plan Assessment**

#### **Identification**

As outlined in the SEND Code of Practice 2015 students who continue to cause significant concern after using the graduated approach, may be supported by the Academy to request an Education, Health and Care Plan. To support this, the Academy will need to provide evidence from:

- Interventions and support
- Target Plans for the student
- Records of regular reviews and their outcomes
- Records of the student's medical history, where relevant
- Assessment Data
- Attainment in core subjects
- Education and other assessments (Eg. PSS/SSS/EP/Social Services)
- Views of the parent/carer and student
- Record of involvement from other professionals

### **Process of Action**

- a) If the LEA does not issue an EHCP, the student continues to receive appropriate intervention in the Academy through a Support Provision Plan
- b) If an EHC Plan is issued, an appropriate learning environment is identified as part of the plan and SENAR allocate placements
- c) Annual reviews will continue in line with LA guidelines
- d) Prior to all parental and agency meetings, information is collected from staff, parents, students and outside agencies by the SENCo

### **Access to the Curriculum**

To accommodate students who are designated as having additional needs, the Academy provides:

- 4 Higher Level Teaching Assistants (one of whom is Assistant SENCo) who provide targeted whole class interventions, small group and individual support
- 4 Teaching Assistants who provide in-class, small group and individual support
- 2 Pupil Premium Champions focusing on students who are in receipt of Pupil Premium funding
- 1 Intern focusing on students who need short-term boosters to accelerate progress
- Individualised teaching programmes designed to meet the needs of individual students
- Individualised timetables to accommodate specific needs

The Academy aims to include all students with additional needs into all the activities of the Academy as far as it is appropriate. However, in the best interest of the child, there may be occasions when the best solution is to withdraw a student from a particular curriculum area in order to deliver precision teaching, or personalised learning. Students and parents/carers are consulted and their views taken into consideration when decisions are being made.

### **SEND Records**

All SEND records are held within the Skills School Faculty and on individual student records on the Provision Mapping software. The information consists of:

- 'Round Robins' completed by staff
- Letters from educational/medical professionals involved with the student
- List of interventions that the student has been involved with
- Target Plans
- Pupil Passports
- Feedback from external agencies

### **Monitoring of Provision**

The quality of provision is evaluated from observation of:

- Whole class, group and individual teaching
- In class support
- Use of differentiated teaching methods and resources
- Use of Target Plans and Pupil Passports
- Target setting
- Student's progress
- Feedback from parents/carers, students and staff