

Inclusion & Special Educational Needs



Date: September 2016

Review Date: September 2017



Durand Academy is an inclusive school and welcomes all children from the local community. The Governors are committed to ensuring that the admissions to the Academy reflect the full range of abilities. The Academy will strive to make this a safe and inclusive environment for all of our pupils.

Introduction:

One of the aims of Durand Academy is to maximise the academic attainment and personal achievement of all pupils, and to create a culture of achievement in which all pupils can thrive. The school aims to provide a broad and balanced curriculum which is seen as an entitlement and should be accessible to all pupils regardless of their abilities.

It is a responsibility on all teachers to respond to pupils' diverse learning needs and to make provision within their planning and delivery to meet these needs. The Special Educational Needs team have a responsibility to assist this planning and delivery so that every pupil's needs are met.

Pupils may have special educational needs either throughout, or at any time during their school career. This policy ensures that the curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

Aims

- To create an environment that meets the special educational needs of each pupil by offering full access to, or a sufficiently differentiated curriculum to allow inclusion at each of the key stages.
- To identify the roles and responsibilities of staff in providing for children with special educational needs.
- To ensure parents/carers play a vital role in their child's education, recognising their knowledge of their child and encouraging involvement in the decision making and support offered.
- The pupils' views will be sought and taken into account. All pupils will be encouraged to participate in their target setting and monitoring of their progress.

Objectives

- To meet each pupil's SEN (Special Educational Needs) by thorough assessment, provision of appropriate resources, close monitoring and evaluation of pupil progress, along the continuum of needs and provision.
- To encourage parents to support their child by keeping them fully informed of their child's progress and to encourage their involvement through the review and target setting process.
- As far as possible, to give the opportunity for all pupils to have their particular learning needs met within the classroom setting, in teaching groups with their peers.
- To recognise that all staff have a responsibility for pupils with SEND (Special Educational Needs and Disabilities), and will respond to the challenge of meeting these needs, through differentiation of resources. Staff will employ a variety of teaching styles and recognise preferred learning in order to give all pupils the opportunity to succeed.
- To raise self-esteem by the use of positive reinforcement.
- To define procedures so that all staff are informed about the 'Special educational needs and disability code of practice: 0 to 25 years' and its requirements.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

- To ensure that systems are in place to monitor and assess pupils with SEND.



- To disseminate essential information to teachers to inform their planning.
- To ensure access to other school initiatives that will enhance pupil achievement at school.
- To use the expertise of external agencies to support and inform the learning of SEND pupils.
- To monitor the effect of the implementation of this policy.

Special Educational Needs

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

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

Children must not be regarded as having a learning difficulty if this is solely because the language or form of language of their home is different from the language in which they will be taught.

At Durand Academy, we recognise that all pupils have individual needs most of which can be met through effective differentiation in the classroom. However, there will be some pupils whose needs are such that they require extra provision/support.

At Durand Academy we recognise pupils with SEND as being those pupils who may have one, or a combination, of the following:

- A diagnosis of ASD (Autistic Spectrum Disorder) or a diagnosis of ADHD (Attention Deficit Hyperactive Disorder)
- Speech and Language delay
- Literacy difficulties
- Numeracy difficulties
- Specific learning difficulty
- Physical disability /Mobility
- Visual Impairment
- Hearing Impairment
- Concentration difficulties
- Social / emotional / behaviour and mental health difficulties

Management of Special Educational Needs

Roles and Responsibilities

The Headteacher of the Academy will:

- Have overall responsibility for the provision for pupils with Special Educational Needs and Disabilities.
 - Keep the Governing Body fully informed.
 - Work closely with the SENCo and The Inclusion Team.



The Inclusion & Intervention/SENCo will:

- Manage the identification and co-ordination of pupils with emotional and behavioural difficulties and will identify pupils to be placed on the Inclusion register.
- Be responsible for referrals to outside agencies.
- Attend and contribute, when necessary to Annual Reviews, for pupils with statements/EHC plans.
- Use information provided by Parents, SATs results and other data available to ensure pupils requiring extra support are provided for appropriately.
- Co-ordinate provision for pupils with SEND.
- Maintain the school's Inclusion Register and oversee the records of all pupils with SEND and disseminate relevant information to all parties.
- Liaise with parents and external agencies.
- Liaise with and advise colleagues.
- Contribute to the in-service training of all staff.

Curriculum Leaders will:

- Be responsible for ensuring that the schemes of work, teaching methods and teaching materials offer the greatest opportunities for providing a broad and balanced curriculum to all pupils, including those with SEND.
- Ensure that they and their curriculum areas use the baseline testing information to inform appropriate differentiation.
- Ensure that assessment data is used rigorously to deliver appropriate material for identified pupils.
- Ensure lesson plans reflect the needs of identified pupils.
- Ensure that 'shared expectations' are discussed and acted on by teachers and TAs at termly intervals throughout the year.

Teaching Assistants will:

- Support pupils with SEND in whole class lessons, in withdrawal group work, and in one to one sessions depending on need.
- Act as a 'Buddy' to targeted pupils.
- Have support agreements with teachers clearly outlining roles and expectations.
- Provide individual/group programmes of work to meet the needs of pupils with SEND.
- Monitor pupil progress, keeping up to date records of progress against targets set.
- Contribute to writing and reviewing of targets for pupils with statements/EHC plans.
- Liaise with parents in monitoring and developing appropriate support for their children.
- Contribute to reports for annual reviews for pupils with statements/EHC plans and attend annual review meetings when appropriate.
- Liaise with other agencies when appropriate.
- Report to the SENCo regularly on pupil progress and curriculum issues.

Work collaboratively with the Teachers to ensure consistency of support for pupils requiring additional support for emotional/behavioural difficulties

All Staff will:

- Make every effort to ensure full access to the curriculum for pupils with SEND.
- Ensure that the classroom environment is supportive.



- Make use of information provided by the Inclusion Department and refer to support agreements when planning.
- Provide information as required.
- Use the support agreements when planning resources/lessons.

Admissions Arrangements:

- All pupils will be admitted to the School according to the School's Admission Criteria.
- All staff will ensure that pupils with SEND admitted to the school will join in the activities of the school, together with other pupils, as far as possible.

Pupils' successful transfer to the school will be supported by:

- A parent/pupil interview to determine any previous or continuing SEND.
- Information will be sought from feeder primary schools regarding pupils previously identified as having SEND, together with any other relevant information, including attendance, medical conditions etc.
- Liaison with external agencies

Information collected from above will be disseminated to staff and used to ensure that pupils are sensitively grouped in Forms to enable pupils the fullest access to a broad and balanced curriculum, including the National Curriculum.

Pupils may be directed to Durand Academy if it is the named school in Section IV of a pupil's EHC plan of Special Educational Needs. All EHC Plans of pupils who are requesting placement at Durand Academy will be considered by the Academy in January of the year prior to admission and the Authority notified of the outcome within 14 days.

The school is also committed to ensuring that disabled pupils (current and prospective) are not treated less favourably and to reasonable steps are taken to avoid putting disabled pupils at a disadvantage in matters of admissions.

Identification, Assessment and Review Procedures:

As outlined in the 'Special educational needs and disability code of practice: 0 to 25 years January 2015', a graduated approach is used to identify, assess and provide for pupils with SEND.

The early identification of SEND is desirable to minimise difficulties later on. The process is ongoing but concerns may be identified at any time in the pupils' school career from any of the following sources:

- Information gained at primary/secondary transfer
- Baseline testing
- Concerns raised by external agencies
- Concerns raised by pupils themselves
- Concerns raised by parents
- Referral from class teachers, form tutor, SEND teacher, teaching assistants - Regular on-going teacher assessment

Once a pupil has been identified as having SEND, he/she is assigned SEND support and the intervention recorded on the Inclusion register.



Durand Academy 'Wave One' intervention:

If a pupil is a cause for concern, subject teachers, form tutors, Curriculum Leaders (including TL) identify the pupil's needs, collect information and take initial action; for example, tutor report, parent meeting and regular home contact.

The school's SENCo takes responsibility for gathering information and for offering advice and strategies to inform teachers on differentiated planning for pupils with SEND in the classroom.

It is recognised that all teachers should have the skills to identify individual learning needs and to plan appropriate lessons for all pupils to be able to experience success. All teachers observe, assess and monitor all pupils' progress to ensure that all pupils are making adequate progress.

If a pupil is not making adequate progress, then he/she will follow a graduated programme of intervention. It does not necessarily follow that once a pupil is identified; he/she will automatically work through the phases. A pupil may need some extra intervention for a short period of time, progress may improve and intervention is no longer deemed necessary.

For those pupils who are identified as not making expected progress, they will be placed on the Durand Academy '**Wave One**' intervention list and the class teacher will differentiate the work to ensure the child's special educational needs are met.

If a pupil's progress continues to be of concern to teachers and parents and the learning gap is widening further between pupil and peers, it may be necessary to involve other agencies for advice and support for implementing a more 'tailor made' approach to support.

'Durand Academy 'Wave Two' Intervention'

If a pupil is not making adequate progress (defined below) and requires a more individualised approach to support, then they are placed on the Durand Academy '**Wave 2**' Intervention list. Support here will be differentiated further and progress continued to be monitored carefully.

Not making adequate progress is defined as,

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's area of weakness
- Shows signs of difficulty developing literacy or mathematical skills, which result in poor attainment in some curricular areas
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually used in school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and /or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

If the child makes sufficient progress over a given time, he/she will no longer be deemed as needing SEND support. If the pupil continues to make little or no progress, despite receiving an individualised programme and/or concentrated support, and despite considerable reviewing of the strategies and with the parents' consent, the school may request a full assessment of a pupil's needs by all professionals involved with the pupil and request the initiation of an EHC plan.



EHC Plans:

The exact format of the EHC plan (implemented September 2014) remains unclear but it is likely that it will be the schools' responsibility to manage and implement the requirements of the plan and to keep parents fully informed at every wave. EHC Plans are reviewed annually and involve all agencies supporting the child. Pupils with an EHC Plan may also have SEN profiles, which are monitored by both the SENCo and subject teachers. EHC Plans are not static. If a pupil has made adequate progress and is able to work within the classroom without the additional support that the EHC Plan defines then an EHC Plan can be withdrawn. However, if that is not the case then the EHC plan is in place to support the child to adulthood (age 25).

Pupils with English as an Additional Language

Pupils for whom English is an additional language ensures that bilingual pupils who also have SEND are identified and their needs addressed.

Pupils who have English as an additional language solely, should not come within the pupil SEN support remit. Support will be offered by the EAL designated person.

Links with other Agencies:

The school works in partnership with the external agencies listed below in supporting pupils, with Special Educational Needs and Disabilities.

Education Psychologist

The school has a named, allocated educational psychologist who provides a set number of visits each year on a formula, which takes into account a range of factors. At the beginning of each academic year the SENCo and EP have a planning meeting at which priorities for the year's programme of work are identified. Case load is flexible and on-going. Parental consent is always sought before the EP works with a pupil.

Peripatetic Teaching Teams

These teams offer advice working with specific pupils, in accordance with provision outlined in the pupil's EHC plan/statement. The Sensory and Language Therapists are specialist teachers in the areas of language and communication impairment.

Other Agencies consulted may include

- Social Services
- School Doctor and Nurse
- CAMHS
- Mary Sheridan Assessment Clinic
- Dyslexia Institute
- MAT Family Support
- Multiple agencies working with the Behaviour Support Team.

These services can be used not only to provide information and advice about a range of SEND but may also be used to provide direct support to pupils at '**Wave Two+**'.

Partnership with Parents:

All staff at Durand Academy seek to work in partnership with parents in supporting all pupils, especially those with SEND. The involvement of parents is vital throughout the identification and



assessment process. The wishes, feelings and knowledge of parents is taken into account and parents are encouraged to make an active contribution to their child's education.

Regular meetings are held to share the progress of SEND pupils with their parents. Parents are informed of any outside agency intervention required and will be informed about their child's SEND and progress at all stages of the Special educational needs and disability code of practice: 0 to 25 years.

When a statutory assessment is requested the LEA will seek parental views, prior to considering the need to issue an EHC Plan.

Parents of pupils who are in receipt of an EHC Plan will be invited to contribute their views at Annual Review meetings.

Pupil Participation:

Pupils will be fully involved in the target setting and reviewing of progress with their teachers and support staff. Their views will be sought and respected. All pupils with EHC Plans/Statements will take an active role in the annual review process and meetings.

Evaluation and Review of the SEN Policy:

The policy should be reviewed and evaluated against the success criteria, on an annual basis.

Complaints Procedure:

Any complaint regarding SEND provision should be directed to the pupil's teacher / form teacher initially. If the concern cannot be resolved at this level, the matter should be referred to the SENCo. If this proves unsatisfactory, a meeting should be sought with the Head Teacher of the school.

