



# Academy 360

## SEND POLICY

Approved by:	
Academy 360 Governing Body	Date: September 2016
Next Review	Date: September 2017

Academy 360 is an inclusive school community with a focus upon achievement, progression, enjoyment and a sense of worth. Our vision and values ensure that we are committed to applying this policy in a fair, equitable and consistent manner which will ensure that the aims and objectives of the policy are met and that Academy 360 is further enhanced by their application. Throughout the application of this policy, we will remain committed to our principle of realising potential in all that we do to ensure that the needs of all of our stakeholders are met and upheld.

## **1. Aims and Objectives of the Combined SEND Policy**

All stakeholders of Academy 360 are committed to ensuring that all students are able to access an education which allows them to achieve their very best and to develop as confident and capable individuals who are able to make successful transitions at each stage of their education and into adult life. This policy sets out the responsibilities of all staff at Academy 360 in relation to SEND provision and makes clear the processes and procedures which the academy will use to support students with SEND.

Academy 360 will ensure that the SEND needs of students are identified and supported at every level. There is a commitment to ensure that all pupils with SEND will be able to fully and actively participate in all aspects of academy life including extra-curricular and additional academy activities.

Strategic responsibility of SEND provision at Academy 360 resides with the primary and secondary Headteachers and SENDCOs. The academy SENDCOs along with a team of staff will have operational responsibility for SEND provision across Academy 360. Provision for pupils with SEND will primarily be the responsibility of the classroom teacher.

## **2. Principles of the Policy**

SEND practice at Academy 360 is underlined by the principles of:

- The full participation and involvement of students in all aspects of Academy 360 life
- The promotion of high expectations and raised aspirations for all students with SEND
- The desire to incorporate the views and wishes of students in decisions about their educational provision and to ensure that they are fully consulted and understand the processes under discussion
- A regard for each student as an individual who will have their needs met in an individual manner which is bespoke to their requirements
- An open, transparent and trusting relationship with parents and carers which promotes positive outcomes for students
- A collaborative and positive relationship with other agencies (including health and social care) which promotes positive outcomes for students
- A confident and skilled workforce who are able to deliver high quality provision to meet the needs of all students with SEND
- An inclusive ethos which fully supports the individual needs of all students

- A focus upon transition and preparing students for the next stage in their education and/or future life.

### 3. Definition of Special Educational Needs and Disabilities

Students are considered to have a Special Educational Need/Disability when their learning difficult or disability calls for provision or support which is different from and additional to that which would be available to other students. Regular assessment will ensure that students who are making progress which is less than expected are identified at an early stage. Progress which is less than expected can be defined as progress:

- which is significantly slower than that of their peers when starting from the same baseline
- which fails to meet or better that which has been previously made
- which fails to close the attainment gap between the individual students and that of their peers
- which widens the attainment gap

The needs of students who are recognised as SEND will be recorded on the SEND register; all staff in the school will be aware of the individual needs of all students and will ensure that support and provision is in place which allows for achievement. Student SEND needs will be classified as:

- **Cognitive and Learning Needs**  
Support may be required when a pupil learns at a slower pace despite differentiation being in place. Learning difficulties can include specific learning difficulties (SpLD) such as dyslexia or dyspraxia; moderate learning difficulties (MLD) and severe learning difficulties (SLD); in the case of SLD, pupils may require support across all areas of the curriculum. Pupils with profound and multiple learning difficulties (PMLD) will have severe and complex learning needs as well as a physical disability or sensory need.
- **Social Emotional and Mental Health Difficulties**  
Underlying mental health issues may result in a young person becoming anxious or depressed which can manifest as isolated behaviour, self-harm, substance misuse, eating disorders and physical symptoms which cannot be diagnosed. A carefully co-ordinated approach to support such pupils will be implemented through liaison between Pastoral Leaders, the SENDCO and the EWE. Disorders such as attention deficit hyperactivity disorder (ADHD) and attachment disorder are also identified as a Social, Emotional and Mental Health Difficulties.
- **Speech, Language and Communication Needs**  
Students who display speech, language and communication needs have difficulty in communicating with others. They may not understand what is being said to them or they will lack understanding in social 'rules of communication'. Difficulties in speech and language acquisition may also be prevalent. Children and young people with Autistic Spectrum Disorders (ASD) including Asperger's Syndrome and Autism will have particular difficulties with social interaction as

well as imagination and understanding social boundaries. This may impact upon their relationships with others.

- **Sensory and Physical Needs**

Students may require special provision because they have a disability which hinders them from making use of the educational facilities available to them. Sensory difficulties including visual impairment, hearing impairment and multi-sensory impairment will result in young people requiring specialist support and equipment to help them to access their learning and the provision on offer through the whole school, including extra-curricular opportunities.

Students who require the additional support of an Educational health care plan (EHC – sometimes referred to as a One Plan) will be clearly identified on the register. The support that a student requires will be clearly stated in the plan and the views of both parents and carers will be included. Other students who are identified as having a SEND need will be identified on the register as receiving special support. Academy 360 aims to meet the individual needs of all students and the support which they require should be identified and implemented across the academy.

Those students who have needs relating to health or medical issues will be recorded on the Medical register which is maintained by the Premises Manager. The SENDCO will also have access to this in a separate document to the SEND register.

#### **4. Identification of SEND**

Academy 360 will use a variety of different ways to identify SEND needs. These will include:

- Liaison with nurseries, primaries, partner schools and effective transition procedures
- Assessment and screening (based upon formal assessment periods, interim assessments and assessments and screening carried out by the SEND team and other professionals)
- Individual diagnostic assessments carried out by the Educational Psychologist
- Staff observation and feedback from teaching and support staff
- Referrals by other agencies and parents

Parents will be kept fully informed if the Academy feels that a SEND need requires further investigation and support. The process of identification is always carried out in a manner which helps and supports a student and removes barriers to learning.

#### **5. Support and Intervention**

Academy 360 is a highly inclusive community and the progress of all SEND students is the responsibility of each of their subject teachers and all of the other staff who come into contact with them. If a student receives specialist support or is identified as having an EHC plan, their progress in each subject remains the responsibility of the classroom teacher. If a student is not making enough progress then class teachers, pastoral staff, SEND staff, parents and where appropriate other agencies should work together to ensure that the individual needs of the student are met and that barriers to learning

are removed. These students will be discussed in inclusion meetings, referrals to these meetings need to be submitted to the SENCO. The student should be fully involved in all decisions about their progress.

### **First Stage Support – Wave 1**

High quality, individualised, classroom teaching (Quality First Teaching) is the responsibility of all teachers to all students. The progression of SEND students is the responsibility of each classroom teacher and note must be taken of the objectives and support agreed in EHC plans and Individual Learning Plans where appropriate. Classroom teachers should identify the barriers to learning in their subject and ensure that differentiated teaching and learning activities are deployed to reduce and remove these barriers.

### **Second Stage Support – Wave 2**

Where a pupil fails to make adequate progress and continues to struggle as a result of their SEND need, wave 2 support and intervention will be deployed. Identification of wave 2 support and intervention will be carried out:

- By classroom teachers who will pass their concerns to HOY and/or the SENDCO
- Through the analysis of reports and data which shows that pupils are failing to make adequate progress
- Through parental liaison
- Through information passed during transition

It is the responsibility of classroom teachers to identify when a student requires additional support in their subject areas.

### **Third Stage Support – Wave 3**

When a student struggles to make progress, despite additional provision through wave 2, then third stage support (wave 3) will be implemented. This support will be sourced and co-ordinated by the SENDCO and all pupils who require wave 3 support will have an ILP. Wave 3 support can include:

- Specialist assessments and guidance from the SENDCO and/or outside agencies
- High level in school support via the SEND area
- Modified timetables and the use of in school support bases (F15, SDC, Nurture group)
- Additional staff training and development (both internal and external)
- Personalised provision which meets the learning and social needs of the individual student.
- Request for a statutory assessment via the Sunderland LA SEND Panel
- Revision to an existing EHC Plan (One Plan)

Students who display persistent withdrawn or disruptive behaviour **do not necessarily have SEND needs**. It is very important that all staff know the difference between SEND and underachievement. Concerns regarding pupil should be discussed

between the SENDCO and the Pastoral team and it may be necessary for assessments to be carried out regarding any underlying learning needs, communication difficulties or mental health issues. If environmental issues such as housing, family or other domestic circumstances are found to be the underlying factor behind disruptive or withdrawn behaviour, the Safeguarding Lead may become involved. Staff should also be aware that issues such as bullying or bereavement can have an impact upon the learning and development of students.

Support for students with behaviour difficulties will be provided through the Pastoral team; and will be co-ordinated by the senior team.

Students who make slow progress or have limited attainment **do not necessarily have SEND needs**. Nor should it be assumed that attainment which is in line with chronological age indicates that there is no SEND need. All teaching staff and/or HODs need to carefully examine the development of a student's learning and development to ensure that progress is in line with the child's ability and is maintained at the appropriate rate.

Students who do not have English as a first language **do not necessarily have SEND needs**. Additional support for such pupils will be co-ordinated through the Pastoral Team and the SENDCO and progress and attainment should be closely monitored by the classroom teacher. Regular reviews and assessments of a students' progress should be carried out to monitor attainment and progression.

## **6. Effective Partnerships**

At Academy 360 we recognise that effective partnerships between parents, schools and other professionals are paramount in ensuring that students with SEND succeed and progress during their time in academy. Our SEND philosophy is based upon effective partnerships in order to best meet the individual needs of pupils. Partnerships exist:

- **Within school**  
Professionals work together to meet the needs of individual students. Effective communication and liaison regarding the progress and development of students is actively promoted
- **With parents**  
Academy 360 recognises that parents have a great deal of knowledge on their child's development. Parental views will be recorded during any review and parents are actively encouraged to support and help their child with any needs they may have. Attendance at review meetings and parent's evenings is actively encouraged and the SEND team will run additional support sessions for the parents of those pupils who require wave 2 and wave 3 intervention. Academy 360's SEND offer will be available to all parents via the academy website.
- **With students themselves**  
Academy 360 actively ensures that young people are fully involved in decisions about their progress and future. Student Voice is effectively incorporated into

review and transition meetings and the views of individual young people are an intrinsic aspect of personalised provision.

- **With outside agencies**

Academy 360 works with a number of outside agencies in a co-ordinated manner to ensure that the needs of pupils are met and reviewed. These include:

Sunderland LA SEND Team

Educational Psychologists

Child and Adult Mental Health Services (CAMHS)

School Nurse

Occupational Therapy

Physiotherapy

Educational Welfare Officer (Attendance Team)

Visual Impairment Service

Hearing Impairment Service

Social Care

All other teams which are appropriate to the needs of the individual pupil

## **7. Key Staff in School**

### **SENDCOs**

The SENDCOs have overall responsibility for the monitoring of all SEND students including the quality assurance of provision at all stages. They are responsible for the co-ordination of provision at wave 3. The SENDCO has operational responsibility for the SEND policy on a day to day basis. The SENDCO is the lead professional regarding SEND and should provide advice and guidance to all staff and governors in relation to SEND policy and practice. The SENDCO has a strategic and operational role in working with other professionals to ensure that the needs of all students are met, as such; they are the key point of contact with external agencies. Liaison with parents and staff should be co-ordinated by the SENDCO and all records in relation to SEND pupils should be maintained and made available to staff and professionals as appropriate. The SENDCO are line managed by the Headteachers and together they will provide the strategic overview for SEND.

### **Class Teacher**

The class teacher has responsibility for monitoring the progress and attainment of all students including those with SEND. Class teachers have responsibility for the co-ordination of all wave 1 support and should ensure that they provide learning experiences which meet the needs of SEND students and allow for progression. The class teacher is also responsible for referring students to the SENDCO and Pastoral Teams when progress is not being made. This process will be carried out through the fortnightly inclusion meetings.

### **Subject Leader/Phase Leads in primary**

Have responsibility for monitoring the SEND cohort across their area and quality assuring teaching and learning within their area including the provision of wave 1 support. They should liaise with Achievement Leaders and the SENDCO if a student fails to make adequate progress despite the implementation of effective wave 1 support.

### **Literacy Coordinator in secondary**

The Literacy Coordinator will work alongside the SENDCO in ensuring that all pupils are assessed accurately upon transition to the Academy. Both the LC and SENDCO will collaborate on the training of all TAs in dyslexia, the literacy policy and the regular assessment of the SEND students.

### **Pastoral Leaders in secondary**

The HOY is responsible for the progress of all pupils in their year group. They should monitor the progress of individual students and cohorts of students to ensure that all pupils are making expected progress and better. Where there are concerns about individual students or groups of students with SEND, the Pastoral Team should liaise with the HOD and the SENDCO to ascertain the support available through wave 1 intervention and the SENDCO to discuss and implement wave 2 support. The SENDCO line manages the LSAs who are deployed to support and ensure the progress of SEND pupils within a year group.

**Pastoral Team** The pastoral team monitors and supports students who have social emotional and mental health difficulties and those students who are withdrawn, have emotional needs or display behaviour which is a barrier to learning; **not all of these pupils will be on the SEND register.**

### **Safeguarding Lead**

The Safeguarding Lead works with the most vulnerable of the students at Academy 360, many of whom are placed on the SEND register due to their social, emotional and mental health difficulties. In addition to this, the Safeguarding Lead and the SENDCO co-ordinate multi agency support for those pupils who are Looked After, are involved with the Social Care Team, have needs which are supported through Child Protection procedures and those who are termed as vulnerable due to their withdrawn or disruptive behaviour. The Safeguarding Lead will work alongside the SENDCO in the provision of wave 2 and wave 3 support.

### **Primary (where different to Secondary)**

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

The process of identification and assessment normally starts through liaison with Early Years Provision. Discussions take place about pupils at SEN Support and the SENCO attends the annual reviews of pupils with significant needs.

### **Induction Procedures**

Pupils have opportunities to visit the EYFS provision in line with the schools induction process. Additional visits are arranged for specific pupils as required.

### **Assessments Prior to entry**

Identification of pupils needing support will largely be based in the discussions and meetings outlined above. Initial assessments are carried out early in EYFS.

### **Monitoring of pupils with SEN**

A graduated response to SEN is in operation within the primary academy. Quality first teaching and differentiation often meets the needs of most children with SEN. However, a child at SEN support, where deemed necessary, has an individual support plan containing outcomes and targets suited to their need, which is evaluated on a regular basis. The SENCO attends year group progress meetings every 6 weeks to discuss the progress and suitability of provision for pupils on the SEN register with class teachers and the ELT. At these meetings, it is established, whether children simply working below age related expectations, but making progress or are underachieving as well as having SEN. External emotional and motivational barriers are identified and intervention is put in place to narrow the gap. Decisions are made about whether to add children to the register, change the SEN status, or remove children. Where a child needs further support, agreements are made whether to make referrals to other agencies. This will be discussed and agreed with parents. In addition, SEN support reviews are held throughout the year to discuss progress with parents and relevant agencies. When deemed necessary, following discussion with the child, parents, school and external agencies, the decision may be taken to move towards an educational health and care plan to fully support the needs of the child

### **Sharing Information**

In addition to methods used in secondary, primary also has year group SEN files that are kept in each year group.

### **Support in Lessons**

In addition to differentiated lessons, TA support is used where appropriate and children are taught in smaller groups of similar ability in literacy and numeracy. HTLA oversees and monitors intervention across the primary phase.

### **The Hub**

The hub is a local authority funded provision and caters for up to 30 students across all key stages for children with moderate/severe learning difficulties and complex medical needs. All children in the hub have a statement/EHCP.

Children are taught in a small group in a nurturing environment with a high level of adult support. All teaching is built on what the child already knows, can do and can understand, and the activities are designed to reinforce and consolidate basic skills. Specific strategies are in place to support children and many different ways of teaching are in place to ensure that children are fully involved in their learning.

### **Monitoring and Reviewing the Policy**

There will be regular reviews of the SEN policy to evaluate its effectiveness in practice and to identify area for further development. If INSET provision is to be made, this will be shown on the school development plan. An annual judgement will be made about the need for whole school INSET to meet the needs outlined in this policy. **The Trust Board** will, in co-operation with the headteachers for primary and secondary, determine the academy's general policy and approach to provision for children with SEN. **The Trust Board** will report to parents annually on the Academy's policy for SEN **The Head teachers** have responsibility for the day-to-day management of all aspects of the schools work, including provision for children with SEN. The head teachers will keep the trust board fully informed and also work closely with the schools SENCO or SEN team

Any complaints about provision to meet pupil needs should be addressed to the head teachers who will consult with the SENCO, subject leaders, pastoral team and outside agencies and report back to the complainant.

This policy should be read in conjunction with the following policies:

- Behaviour
- Safeguarding
- Anti-bullying
- Disability
- Equal opportunity