

**Special Educational Needs and
Disability (SEND) Policy**

Name: The Blyth Academy
Date of next review: September 2018
Person(s) responsible for Implementation and Monitoring: Principal and Special Educational Needs and Disability Coordinator
Location of Policy: External Website and N Drive
Other relevant policies include: <ul style="list-style-type: none">• Admissions Policy• Behaviour and Rewards Policy• Child Protection Policy• Anti-Bullying and Harassment Policy• Accessibility Policy• Health and Safety Policy• Looked After Children Policy• Pupil Premium/Disadvantaged Children Policy• Medical Conditions Policy• Accessibility Plan• Complaints Procedure

Academy beliefs and values around SEND

At the Blyth Academy every student and adult is expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times.

Our consistent aim at The Blyth Academy is to encourage positive behaviour and high attainment. Our core beliefs are:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- Class/subject teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and those who are also supported by specialist staff.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided.
- We recognize the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

We believe that all pupils should be equally valued at The Blyth Academy. We will aim to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

This policy was developed in conjunction with Northumberland Local Authority SEN Department and through liaison with Academy Governors, the Senior Leadership Team, Academy staff and parents of pupils with SEND.

This policy reflects the SEND Code of Practice, 0-25 guidance (September 2014, updated January and May 2015).

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SLT SEND Advocate: Mrs. A. Morrow, Assistant Vice Principal (Safeguarding and Vulnerable groups)

Governor: Mrs. Dorothy Smith

SEND Policy

Introduction

The Blyth Academy promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with (e.g. *communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (updated June 2014)
- SEND Code of Practice 0-25 (July 2014, last updated May 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

Xiii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix I)

There are four broad areas of need:

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

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well being and development. Our SEN Information Report provides further information about the agencies we work with. The Academy SEN Information Report can be found on the Academy website (www.theblythacademy.org) in the policies section on the Our Academy page.

Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEN, in which case the SENCO will liaise with the previous school or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

If parents have any concerns about their child they should contact their form tutor or class/subject teacher in the first instance. Alternatively, they may make an appointment to see the SENCo, Head of Faculty, Head of School/Assistant Head of School, Head of Lower or Upper Academy or the Assistant Vice Principal (Safeguarding and Vulnerable groups).

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

SEN Support

Where a child is identified as having SEN we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

In the first instance the class teacher will record the intervention(s) taking place. Where appropriate, an Individual Education Plan is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed termly. Parents are invited to discuss this plan, their child's progress and the support and targets. Class/subject teachers, Heads of Faculty, the Head of School/Assistant Head of School, Head of Lower/Upper Academy, the SENCo and the Assistant Vice Principal (Safeguarding and Vulnerable groups) are available for further discussion by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review:

- **Assess** - in identifying a child as needing SEN support, the class teacher, working with the SENCo, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available information (such as rate of progress, attainment, and behaviour). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional / SEN support, and having formally notified the parents, the class teacher and the SENCo agree, in consultation with parents, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **Do** - The class teacher remains responsible for working with the child on a daily basis. With support from the SENCo, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main teacher, the teacher still retains responsibility for the progress of the child. The SENCo should support the class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the class teacher and SENCo, taking into account the child's and parent's views. This should feedback into the analysis of the child's needs. The class teacher, with support from the SENCo, revises the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the school, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent/carer as well as the school.

The Blyth Academy's graduated approach to SEN

Level 1: Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2: Additional School Intervention

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage support from other agencies may be sought.

Level 3: High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and to enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request additional High Needs Funding or an Education, Health and Care (EHC) Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

Supporting pupils at school with medical conditions

- The Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The Academy is working towards the creation of a medical care plan for every student with a medical condition. This will outline procedures and include guidance for staff.

Home School Partnership

- At The Blyth Academy we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure.

- All parents and /or carers are encouraged to attend Parent's Evenings where their child's progress can be discussed with subject teachers and the Head of School/Assistant Head of School and the Head of Lower/Upper Academy as well as receiving a termly report.
- Parents of children identified as having SEN also have the opportunity to discuss progress and concerns with the SENCo at Parent's Evenings and at further consultation sessions.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. An information leaflet has been produced that may be helpful. Guidance relating to other areas such as numeracy are available on the website (www.theblythacademy.org) in the Guides for Parents and Carers section of the Academy Live page.
- New parents can attend the Open Evening in the autumn term prior to transfer.
- New parents are invited to attend a meeting with the Transition Co-ordinator and where appropriate, the SEND team, in the summer term prior to transfer.
- All parents / carers of students with an EHC Plan receive a detailed, termly report from a Learning and Teaching Assistant involved in supporting their child.
- The Northumberland Local Offer includes information on the services families can expect from a range of local agencies, including statutory entitlement. It can be accessed at: <http://www.northumberland.gov.uk/SEND-Local-offer.aspx>
- The Academy's SEN Information Report is available on the Academy website (www.theblythacademy.org) in the Policies section on the Our Academy page.
- The Academy's Accessibility Plan is available on the Academy website (www.theblythacademy.org) in the Policies section on the Our Academy page.

Pupil Views

- Children's views matter to us.
- All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEN pupils are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review children with Statements of SEN or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the SEND team.

In order to ensure the most effective 'SEND' provision, the SENCo has the following procedures in place:

- Weekly meetings with the Assistant Principal.
- Half termly meetings with each Head of School to discuss children on the SEN register and their provision, as well as further meetings and discussion as required.
- Pupil progress meetings.
- Regular meetings with the Teaching and Learning Assistants.
- Attendance at the Academy Inclusion/Students at Risk Panel.
- Regular contact with Heads of Faculty.
- Regular contact with Form Tutors.

Admission Arrangements

Admission arrangements are outlined in Admissions Policy which can be found on the Academy website (www.theblythacademy.org) in the Policies section on the Our Academy page.

Roles and Responsibilities

The Role of the SENCo

The SENCo plays a crucial role in the academy's SEND provision. This involves working with the Principal and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to colleagues.
- Managing Teaching and Learning Assistants.
- Overseeing pupils' records.
- Liaising with the parents/carers.
- Making a contribution to INSET.
- Liaising with external agencies, Local Authority support services, Health and Social Services, SEND Support Services, the Careers Service and voluntary bodies.

For effective co-ordination, staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for SEND pupils.
- The commitment required by staff to keep the SENCo well informed about pupils' progress.
- Mechanisms that exist to allow teachers access to information about SEND pupils.
- What exactly constitutes a 'level of concern' and at which point School Support is initiated.
- Mechanisms that exist to alert the SENCo to such 'levels of concern'.
- The procedure by which parents/carers are informed of this concern and the subsequent SEND provision.

Additionally, parents/carers must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

The Role of Support Staff

The SEND Support Staff play a crucial role in the academy's SEND provision. This involves working closely with the SENCo, Head of School, Subject teachers, Pastoral Support Staff and pupils. Their role will include:

- Regular contact with SENCo/Pastoral Team to share information about pupils with Special Educational Needs.
- Sharing information with Department Colleagues.
- Fostering a whole academy approach towards Special Educational Needs.
- Supporting pupils - this may be done by:
 - Providing extra support to enable pupils to gain access to, and benefit from, the education provided at the academy.
 - Developing listening skills.
 - Promoting independence and self-reliance.
 - Encouraging and giving feedback/rewards.
 - Assisting pupils to make choices.
 - Assisting pupils in their personal development.
 - Fostering peer group acceptance.

To enable support to be effective it has to be built into differentiation, planned and evaluated, and delivered in a positive learning environment.

Support Staff need to know:

- Syllabus and lesson plan.
- Organisation of group work.
- Objectives.
- Resources required.
- Role to be adopted in the lesson.
- Where to work with the pupils.
- Framework of discipline expected (Refer to Behaviour and Rewards Policy).

Ideally this should be evaluated and discussed at the end of the lesson.

The role that support staff play in the lesson will vary, but support staff have these skills:

- Informing - know objectives and goals, giving feedback.
- Advising - asking questions.
- Making suggestions based on experience and knowledge of pupil.
- Helping the pupil interpret information.
- Ensuring the pupil chooses how to act on the information.
- Negotiating - working things out in discussion with the pupil and the subject teacher.
- Counselling - helping pupils to reflect on, and understand, the issues and problems confronting them.
- Advocating - negotiating directly with others on behalf of the pupil.
- Changing the system - some difficulties may be resolved by adapting the system to meet the pupil's needs.
- Liaising - talking with others with or on behalf of the pupil about progress.
- Reviewing - discussing progress/interventions with the pupil and making related decisions.
- Evaluating - asking how effective the support has been.
- Teaching - providing learning experiences that help pupils to gain appropriate skills.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils.
- Ensuring that a 'responsible person' is identified to inform them about the Statements/EHC Plans and all those involved with teaching and supporting Statement/EHC Plan pupils.
- Ensuring that SEND pupils are fully involved in academy activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEND policy.
- Reporting to parents/carers on the academy's SEND Policy including the allocation of resources from the academy's delegated budget.

The Role of the Teacher

The Code of Practice and Teacher Standards clearly acknowledge the importance allocated to the teacher, whose responsibilities include:

- Being aware of the academy's procedures for the identification and assessment of and subsequent provision for, SEND pupils.
- Collaborating with the SENCo to decide the action required to assist the pupil to progress.
- Working with the SENCo to collect all available information on the pupil.
- In collaboration with the SENCo, develop interventions for SEND pupils. The extent of the SENCo's involvement is at the discretion of the academy.
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the intervention.
- Developing constructive relationships with parents/carers.
- Being involved in the development of the academy's SEND policy.

The Role of the Principal

The Principal's responsibilities include:

- The day-to-day management of all aspects of the academy including the SEND provision.
- Keeping the Governing Body well informed about SEND within the academy.
- Working closely with the SENCo/SEND team.
- Informing parents/carers of the fact that SEND provision has been made for their child.
- Ensuring that the academy has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education.

Staff Development:

The school is committed to providing INSET and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

Monitoring and Evaluation of SEND Policy and Provision

The School considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both Policy and Practice each year. The outcomes of this review are used to inform the Academy Improvement Plan.

Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjuncture with other academy policies particularly:

- Admissions Policy
- Behaviour and Rewards Policy
- Child Protection Policy
- Anti-Bullying and Harassment Policy
- Accessibility Plan
- Health and Safety Policy
- Looked After Children Policy
- Pupil Premium/Disadvantaged Children Policy
- Medical Conditions Policy
- Complaints Procedure

Appendix I Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

- . 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- . 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- . 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- . 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- . 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

- . 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.