

The ContinU Plus Academy



2023-
2024

Special
Educational Needs
and Disability
(SEND) Policy



The ContinU Plus Academy

Special Educational Needs and Disability (SEND) Policy -



Philosophy *(the belief(s) on which the policy is based):*

The Special Educational Needs and Disability Code of practice 0-25yrs (2015) states that a child has special/additional educational needs if he/she has learning difficulties that need special educational provision to be made in order for them to access learning. By learning difficulties, we mean that the child will have a much greater difficulty in learning than the majority of children of the same age, or that he/she has a disability which prevents them from using the facilities in school that are provided for children of the same age.

Special educational provision means provision that is additional to or different from that provided generally for children of the same age. The Special Educational Needs and Disability Code of practice 0-25yrs makes it clear that:

- “All teachers are teachers of students with special educational needs”;

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015) and has been written with reference to the following guidance documents:

- Part 3 of the Children and Families Act 2014 and associated regulations and applies to England
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014
- Articles 12 and 13 of the United Nations Convention on the Rights of the Child
- Equality Act 2010

Principles *(values on which the policy is based e.g. inclusion and personalised learning, teaching and learning, relevance to specific groups within school e.g. Gifted & Talented, parents and carers):*

We value the abilities and achievements of all our students and are committed to providing for each student the best possible environment for learning.

Our aim for all students is inclusion, ensuring that they have access to a broad and balanced mainstream education, personalised and adapted at Wave 2 (Intervention via one-to-one or small group work within and outside of the classroom) and Wave 3 (where outside agencies are involved with a child) as appropriate in order for each student to achieve success.

We recognise that appropriate support and intervention will enable all students with additional educational needs to experience and enjoy positive achievement.

We believe that all young people, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, helping to equip them for adult life with their wellbeing being at the forefront of the provision provided. The ContinU Plus Academy will:

- Work within the guidance provided within the Special Educational Needs and Disability Code of practice 0-25yrs;
- Make appropriate adjustments for those with a Special Educational Need or Disability (SEND) by taking action to ensure access to all areas of the learning experience thereby allowing them to achieve their full potential and enjoy their learning;
- Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND enabling them to be fully included in all aspects of school life;
- Raise the aspirations of and expectations for all students including those with SEND;
- Request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership;
 - Operate a 'whole student, whole school' approach to the management and provision of support for special educational needs;
- Provide a Special Educational Needs and Disability Coordinator (SENDCo) who will work in accordance with the SEND Inclusion Policy;
- Provide support and advice for all staff working with special educational needs students, thereby ensuring a high level of staff expertise to meet students' needs through well targeted continuing professional development;
- Support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students;
- Work productively with other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- Ensure that the wellbeing needs of the students are met by developing strong, supportive relationships in school and providing a safe, supportive and inclusive environment for students to engage in their learning. The ContinU Plus Academy recognises that students' health and wellbeing is dynamic and changeable and at times students will need more support and guidance connected to this.

If you require further information about the provision for SEND in the school please talk to the class tutor of your child or contact the Special Educational Needs and Disability Co-ordinator (SENDCo), Aimee Wootton

Practice & Procedures *(the broad roles and responsibilities of all members of the school community; Governors, Headteacher, teachers, parents/carers):*

Practice

Whilst it is the responsibility of all teachers to meet the needs of students with Additional Educational Needs (AEN), there are also many opportunities when specific one-to-one interventions will take place through our SENCO referral system and student self-referral.

The following structure exists:

- Assistant Headteacher - AEN (includes SENCO, Child Protection and Looked After Children (LAC) teacher);
- Head of Vocational Provision;
- Learning Support Assistant's Team.

In addition the following structures are in place across the school:

- Counselling Coach;
- 1:1 Literacy;
- Core Booster (Numeracy).

Procedures

Role of Assistant Headteacher:

- SENCO, Designated Teacher for Looked After Children and Safeguarding;
- Overall responsibility for the successful running of the Faculty - all aspects of AEN and Alternative Curriculum;
- Liaises with outside agencies e.g. EPS (Educational Psychologist Service), Learning Support Team (LST), Behaviour Support Team (BST), Children's Services, etc.;
- Liaises with Key Stage Leaders and Leadership Group to identify/monitor students with Additional Educational Needs and to support the provision of tracking and monitoring data;
- Ensure that Annual Reviews of Statements are carried out in accordance with the SEN Code of Practice;
- Make applications for statutory assessment where required;
- Ensure that AEN students' provision is identified and that targets are reviewed via Individual Educational Plan's (IEP's) on the AEN database;
- Ensure that the necessary access arrangements for examinations are made for those who need them.

Role of the Head of Vocational Provision:

- Responsible for the delivery of the Key Stage 4 (KS4) Vocational programmes;
- Responsible for organising Alternative Curriculum outside of school as appropriate;
- Advise the subject leaders regarding students who need individual arrangements;
- Liaise with outside agencies as appropriate.

Role of Learning Support Assistant's Team:

- Monitor the achievements and success of AEN students in the school;
- Encourage full participation of reluctant AEN students e.g. in PE;
- Liaise with Family Liaison Worker (FLW) and parents/carers as necessary to improve attendance of AEN students;
- Deliver individual/group programmes to improve literacy and numeracy;
- Organise and monitor in class support;
- Use subject knowledge and skills to improve access for identified AEN students;
- Monitor progress and set challenges to improve achievement;
- Act as link staff to Faculties;
- Assist with planning and differentiation as appropriate.

Performance will be judged by... *(what are the arrangements for monitoring and review? Who will monitor this policy? How? When?)*:

The effectiveness of the SEN Policy - Additional Educational Needs will be monitored and reviewed through:

- Formal assessment procedures e.g. school Progress Checks;
- Annual reviews of Statements;
- Informal reviews and contact with students, parents/carers, etc.;
- Feedback from LSAs and teachers;
- Internal and/or external department review as part of the school monitoring cycle.

Identifying Special Educational Needs

The Special Educational Needs and Disability Code of practice 0-25yrs (suggests that students are only identified as having a special educational need (SEND) when their learning difficulty or disability calls for special educational provision different from, or additional to, that normally available to student of the same age.

The ContinU Plus Academy recognises that early identification of a student's SEND together with appropriate multi-agency support is essential if a young person is to access the opportunities available at the Academy.

Upon arrival at The ContinU Plus Academy all students will participate in a two session induction programme to help identify educational needs and areas for support and intervention. The process takes the form of baseline testing to establish English and Maths levels and conversation with key staff.

In addition to baseline academic testing in key subjects there will also be opportunities to consider social and emotional needs and to discuss wellbeing issues. Information is subsequently shared with staff and the student is assigned a tutor and form group.

The Special Educational Needs and Disability Code of practice 0-25yrs (2015) clearly states that special educational provision should be matched to the child's identified SEN. The ContinU Plus Academy will use its best endeavours to secure special educational provision for students for whom this is required, that is 'additional to and different from' the provision provided within the differentiated curriculum, to better respond to the four broad areas of need:

- Communication and interaction
- Cognition and learning

- Social, emotional, mental health
- Sensory/physical

The ContinU Plus Academy will know a student needs extra help by:

- Reflecting on the results of the baseline assessments – principally around English and Maths testing - on arrival at the school, and conversation with parents/carers, and the student
- Working closely with colleagues from commissioning schools on transition and during placement to ensure that all relevant information and data is effectively shared and informs provision;
- Ensuring clear referral routes for staff wishing to bring to the notice of the SENDCo a student who may be experiencing SEN;
- Listening to concerns raised by students, parents/carers, external agencies, teachers, higher level teaching assistants (HLTA's), teaching assistants or the student's commissioning school regarding a student's level of progress or inclusion;
- Regular screening of data, such as that completed on entry or as a result of a concern being raised by any member of staff;
- Undertaking whole school tracking of attainment, identifying areas of concern;
- Identifying through observation that a student needs extra support in one or more of the four broad areas of need.

What should a parent/carer do if they think their child may have special educational needs?

If parents/carers have concerns relating to their child's learning, then please discuss these either with:

Their child's tutor or

The ContinU Plus Academy's SENDCo, Aimee Wootton, who can be contacted on 01562 822463 or via email on ab645@cpa.worcs.sch.uk

All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the ContinU Plus Academy.

A Graduated Approach to SEND Support

The ContinU Plus Academy follows the guidance as set out in Worcestershire County Council's Graduated Response which states that:

'Where a child or young person is identified as having Special Educational Needs, educational establishments should take action to remove barriers to learning and put effective special educational provision in place. This is called SEN support. Support should take the form of a four-part cycle involving the parent/carers and the child/young person. By taking this approach earlier decisions and actions are revisited, refined and revised with a growing understanding of the child/young person needs and of what support will help to secure good progress and good outcomes. This approach is known as the Graduated Response'.

More detailed information about the Graduated Response can be found on the following link

https://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care%20e_plans_ehcp/1798/send_education_provision/3

The needs of the majority of the students will be met in the classroom. Teachers, HLTA's and teaching assistants are expected to make every effort to ensure that students with SEND are fully involved in the life of the class. For some students it will be necessary for them to be withdrawn from the classroom at specific times for activities related to the needs identified. This will complement the classroom work so that skills, knowledge and understanding will be transferred back into the classroom or vocational placement setting.

On referral to The ContinU Plus Academy students are assessed for their baseline assessment in Word Reading, Spelling, Maths, Comprehension, English and Mathematics this assessment data not only informs the starting point for assessment data but also highlights areas of need connected to support.

Reports received from outside agencies are scrutinised by the SENDCo and session delivery staff, these recommendations are then evaluated for progress by the teacher, HLTA or teaching assistant and then forwarded to the SENDCo for review. All intervention is recorded on the school's management system thereby creating a provision map of intervention for all students which in turn generates a whole school provision map.

Teachers and teaching staff are responsible and accountable for the progress and development of all students in their class, including where students access support from learning leads or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, special educational needs.

The ContinU Plus Academy will ensure that:

- All students will be provided with quality first teaching which is differentiated to meet the diverse needs of all learners;
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) overcome any disadvantage experienced in schools and increase their access to the taught curriculum;
- Access arrangements for examinations will be applied for, in line with the individual student's usual way of working and JCQ guidelines;
- The ContinU Plus Academy regularly and carefully reviews the quality of teaching for all students including those at risk of underachievement. This process includes reviewing and, where necessary, improving teachers' knowledge of the SEND most frequently encountered;
- The quality of classroom teaching provided to students with SEND is monitored through a number of process which include:
 - Classroom observations by the Senior Leadership Team (SLT) and external verifiers;
 - Ongoing assessment of progress made by all students;
 - Work sampling and scrutiny of planning to ensure effective matching of work to student need;
 - Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of students with SEND;

- Student and parent/carer feedback on the quality and effectiveness of interventions provided;
- Teacher mark book scrutiny;
- Attendance and behaviour records.
- All students have individual targets;
- Student attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly, support and intervention is then discussed and implemented;
- Where it is that special educational provision is required to support a student's attainment parents/carers will be informed that the school considers their child may require SEND support and their partnership is sought to support this decision. The students referring school will also be informed of this and support from their SENDCo will be sought;
- Action relating to SEND support will follow an 'assess, plan, do and review' model. As outlined in the SEND Code of Practice January 2015 parents/carers will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home:
 - Assess: Data on the student held by the school will be collated by the teacher, HLTA or teaching assistants in order to make an accurate assessment of the student's needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.
 - Plan: if review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents/carers and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
 - Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents'/carers' aspirations for their child. Parents/carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 - Review: progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from outside agencies regarding strategies to best meet the specific needs of a student. The ContinU Plus Academy will seek support from the student's referring school with regards to this. Such intervention will only be undertaken after parent/carer permission has been obtained and may include referral to:

- Special Educational Needs Support Service
- Learning Support Service
- Worcestershire Dyslexia Pathway
- Umbrella Team Worcester, including the Integrated Specialist Support Service (ISSS)
- Hearing Impairment Team
- Visual Impairment Team

- Community Paediatrics
- Autism and Sensory Support
- Educational Psychologist Service
- Educational Welfare Officer
- Physical and Disability Support Service
- Social Services
- School Nurse or GP
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy
- Worcestershire’s Children’s Service for Gypsy Roma Traveller (GRT)

For a small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school’s own resources, after discussions with the commissioning school, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

Any student identified as having a SEND will be placed on the ContinU Plus Academy SEND register.

How will the curriculum be matched to each child’s needs?

Delivery staff will plan sessions using students’ achievement levels, differentiating tasks to ensure progress for every student in the session. When a student has been identified as having special educational needs the delivery and the learning environment will be further adapted by the session leader to reduce barriers to learning and enable the student to access the learning more easily. These adaptations may include strategies suggested by the SENDCo and/or external specialists. In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the session leader will be recorded and shared with parents/carers. Teaching staff will make a record of the student’s usual way of working in the classroom such as the use of any resources, a scribe, a reader or specialised equipment for support which enables the student to access the learning as this evidence will be required when applying for access arrangements for examinations.

How will parents/carers know how their child is doing?

Attainment towards the identified outcomes will be shared with parents through feedback regarding SEND support reviews. Parents/carers are encouraged to arrange an appointment to discuss their child’s progress with the individual sessions leaders or a member of the senior leadership team, which includes the SENDCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child’s success. Please contact the school office who will arrange this appointment for you. The contact number is 01562 822463

Supporting Students and Families

Local Offer: Worcestershire County Council, with partners, has developed a 'local offer' which allows you to easily find in one place services available in the local area for children and young people with additional needs and disabilities.

This 'local offer' consists of a website that pulls in information about relevant organisations, services, schools and settings. It allows you to search for what is close by or Special Educational needs and disability (SEND) for services that support a particular need. This 'Local Offer' Website can be found at <https://www.worcestershire.gov.uk/thelocaloffer>

The local offer links to the other Worcestershire County Council information sites which contain details about a range of services for children and young people www.worcestershire.gov.uk. The 'local offer' website www.worcestershirelocaloffer.org.uk pulls in information about services, groups and providers including information from their Facebook and Yelp accounts. This means that all of the information is independent and allows organisations and services to update their own details.

Support Services for parents/carers of students with SEND include:

Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located at <https://www.hwsendiass.co.uk/> - The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here https://issuu.com/councilfordisabledchildren/docs/guidance_to_parents_on_is

Complaints Procedure: If parents/carers have a complaint concerning the provision for their child they should discuss this with the class tutor. If this proves unsuccessful, the matter should be referred to the SENDCo and/or Head Teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved. Final recourse is to take the complaint to the Secretary of State.

For parents/carers who are unhappy with the school responses to their child's SEND, parents may seek mediation from the regional mediation services. Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the school's decisions about your child's special educational needs. You can also appeal to the tribunal if the school has discriminated against your disabled child. Follow the following link for information on mediation http://www.worcestershire.gov.uk/info/20616/mediation_send_local_offer.

Safeguarding SEND Students

The ContinU Plus Academy recognises that children with special educational needs and disabilities can face additional safeguarding challenges and these are discussed in staff training and daily staff meetings.

These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- children with SEND being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The ContinU Plus Academy will always consider extra pastoral support for children with SEND to address these additional challenges.

For further information regarding safeguarding, please see our Safeguarding policy at <https://continuplus.org.uk/policies>

A copy of the Looked After Children Policy is published in its entirety on the CPA's website (www.continuplus.org.uk).

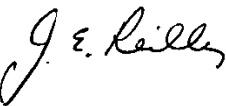
Date Policy Created:	September 2023 - reviewed and adapted annually
Member of Staff Responsible:	Aimee Wootton (SENCO)
Review Date:	September 2024

Signed: 

(Staff member responsible)

Signed: 

(Headteacher)

Signed: 

(Chair of Governors)