



ANSFORD ACADEMY

LEARNING TOGETHER TO LEAD OUR LIVES

Behaviour and Inclusion Policy Suite

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Status:	Statutory
Adopted:	July 2024
Renewal Period:	Yearly
Next Review:	July 2025

INTRODUCTION

This Policy complies with the revised Code of Practice for Special Educational Needs and Disability 0-25 years (2015) which refers to Part 3 of the Children and Families Act (2014) and associated regulations. The Policy has been written with reference to the following guidance and documents:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- Equality Act 2010: Advice for Schools DfE February 2013
- Schools ESN Information Report Regulations (2014)
- Statutory guidance on supporting students with medical conditions (April 2014)
- Somerset's Graduated Response Tool (2022)
- Teachers Standards (2012)

Ansford Academy is covered by the public sector equality duty and when carrying out its functions has regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. This policy has been impact assessed to ensure that it is in line with our Equality Policy and the Equality Act (2010).

AIMS

Ansford Academy is committed to raising the aspirations of and expectations for all students with special educational needs and disabilities (SEND).

This Policy recognises the entitlement of all students to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive. The Board will ensure that appropriate provision will be made for all students with SEND. Specifically, we aim to:

- Provide a balanced and relevant curriculum.
- Where resources allow, provide a differentiated curriculum appropriate to each individual's needs and ability.
- Ensure the identification of all students requiring SEND provision as early as possible in their school career.
- Ensure that students with SEND take as full a part as possible in all school activities.
- Ensure that parents of students with SEND are kept fully informed of their child's progress and attainment.
- Ensure that Students with SEND are involved, where practicable, in decisions affecting their future SEND provision.

DEFINITIONS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age
- b) Have a disability that prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age.

Special education provision means provision which is additional to, or different from, the educational provision made generally for children of the same age.

Many young people who have SEND may have a disability under the Equality Act 2010; that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Students are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Identifying and assessing SEND for students whose first language is not English requires particular care. We look carefully at all aspects of a student's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English, or if it arises from a SEND or disability. Difficulties related solely to limitations in English as an additional language are not SEND.

Ansford Academy will have due regard for the SEND Code of Practice (2015) when carrying out its duties towards all students with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

ROLES AND RESPONSIBILITIES

The role of the SENDCO

The SENDCO plays a crucial role in the Academy's SEND provision. This involves working with the Headteacher 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 students with SEND
- Liaising with, and giving advice to, fellow teachers
- Managing Teaching Assistants
- Overseeing students' records
- Liaising with parents
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, 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 students with SEND, contribution to the assess, plan, do, review cycle (Graduated Response) and understanding of EHCPs
- The commitment required by staff to keep the SENDCO well informed about students' progress
- Mechanisms that exist to allow teachers access to information about students with SEND
- What constitutes a 'level of concern' and at which point intervention is initiated

- Mechanisms that exist to alert the SENDCO to such ‘levels of concern’
- The procedure by which parents are informed of this concern and the subsequent SEND provision

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

The role of Deputy SENDCO

The role of the Deputy SENDCO is to liaise with the SENDCO to enact SEND policy and provision. In collaboration with the SENDCO, and in their absence, the Deputy SENDCO oversee SEND provision. Specific responsibilities include:

- The day to day management of teaching assistants and the ‘Learning Bridge’ (our SEND provision)
- SEND behaviour management
- SEND administration
- Communication with staff and parents
- Line management of teaching assistants
- Delivery of staff professional development around SEND.

The role of Governors

The Board’s responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision
- Ensuring that students with SEND are fully involved in school activities
- Having regard to the SEND Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEND Policy

The role of the Headteacher

The Headteacher’s responsibilities include:

- The day-to-day oversight 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 SEND team
- Ensuring that the Academy has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child’s education
- Ensuring that SEND provision is an integral part of the Academy Improvement Plan

The role of Heads of Departments

The Head of Department responsibilities include:

- Ensure their team uses the information on the Pupil Passport, SEND Register and other sources distributed by the SENDCO in order to plan to meet the needs of all the students in the classes
- Liaise with the SENDCO and/or Heads of Year when there are concerns about the behaviour or learning in their subject area
- Ensure that the learning and teaching is adapted through a suitable curriculum, supportive groupings, and appropriate teaching approaches, all of which should be detailed in the Schemes of Learning.

The role of the Subject Teacher

The Subject Teacher's responsibilities include:

- Being aware of the Academy's procedures for the identification and assessment of, and subsequent provision for, students with SEND
- Collaborating with the SENDCO to decide the action required to assist the student to progress
- Working with the SENDCO to collect all available information on the student
- In collaboration with the SENDCO, develop provision plans for students with SEND
- Working with students with SEND on a daily basis to deliver targets within adaptive teaching practice
- Using Somerset's Graduated Response Tool where appropriate
- Developing constructive relationships with parents
- Being involved in the development of the Academy's SEND Policy

The Role of the Teaching Assistant

The Teaching Assistant's responsibilities include:

- Providing effective 1:1, small group and in-class support for students with SEND
- Assisting in the adaption of teaching materials
- Providing advice to teaching staff on specific students
- Maintaining contact, where appropriate, with parents, carers and outside agencies

ADMISSION ARRANGEMENTS

Ansford Academy is a fully inclusive school. We work closely with the Local Authority to place students with Education, Health and Care Plans (EHCPs) where this is the wish of parents and the student's admission would not be incompatible with the education of other children at the Academy or the efficient use of resources.

In admitting students with SEND to the Academy, we will work closely with the Local Authority and feeder schools to ensure a well-planned and smooth transition. All classroom areas of the Academy except two are fully accessible. All students will be taught the value of each individual and it is a natural expectation of the Academy that everyone is treated with dignity and respect. Bullying someone because of an actual or perceived disability or SEND is not tolerated in any shape or form at the Academy. We have high expectations for our students with SEND and expect them to play as full a part in Academy life as is possible. We have a no excuse culture and expect students with SEND to work hard and their parents to support us in this.

The Academy will publish SEND information via the School's website so that parents can make an informed choice as to which secondary school they would like their child to attend.

CATEGORIES OF SPECIAL EDUCATIONAL NEED

The SEND Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into one or more of four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Wellbeing
- Sensory and/or physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what we need to provide, not to fit the student into a category. In practice, students often have needs that cut across some or all of these areas and their needs may change over time. A detailed assessment of need ensures that the full range of a student's needs is identified, not simply the primary need. The support provided to a student with SEND is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and, where necessary, specialist equipment or software.

EARLY IDENTIFICATION

Early identification of students with SEND is a priority. The Academy uses appropriate screening and assessment tools, and ascertains student progress through:

- Information from primary schools
- Evidence obtained by teacher observation/assessment.
- Their performance judged against level descriptors.
- Standardised screening or assessment tools.
- Reports or observations
- Information from parents
- Information from the student
- Internal exam results
- External exam results

On entry to the Academy each student's attainment is assessed. For students with identified SEND the SENDCO, in collaboration with other staff, will:

- Use information from the primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the Academy are:

- Full-time education in classes, with additional help and support by subject teachers and/or teaching assistants through a differentiated curriculum
- Periods of withdrawal to work with a teaching assistant
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Support and advice from specialists based outside the Academy
- Use of alternative education providers to supplement learning at school or to re-engage students into the school environment.

MONITORING STUDENT PROGRESS

Teachers make regular assessments of progress for all students. Progress of students with SEND is monitored alongside the report cycle by the SENDCO together with Heads of Department. This process identifies students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that, despite high quality teaching and a range of interventions, as guided by Somerset's graduated response tool, a student's learning is unsatisfactory, the SENDCO will work with the teachers in consultation with parents to identify strategies to improve the rate of progress. Where necessary external sources of support will be considered.

RECORD-KEEPING

The school will record the steps taken to meet students' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from outside agencies involved with the student

NATURE OF INTERVENTION

Where a student is identified as having SEND, the Academy will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part Assess-Plan-Do-Review cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. Assess-Plan-Do-Review cycles vary in length according to the strategy employed. However, SENDCO led interventions are reviewed according to the individual intervention programme.

Assess

In identifying a child as needing SEND Support the teacher, working with the SENDCO, will carry out a

clear analysis of the student's needs and past provision. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the Academy's core approach to student progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers, national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Parents' views should be recorded and compared to the Academy's own assessment and information on how the student is developing.

In some cases, outside professionals may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them if the parents agree.

Plan

Where it is decided to provide a student with SEND support, the parents will be formally notified, although parents may have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the Academy's information system.

Do

The teacher will remain responsible for working with the student on a regular basis through high quality teaching. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the student. Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and quality of the support and interventions will be evaluated regularly, along with the views of the student and their parents. This should give feedback into the analysis of the student's needs. The teacher, working with the SENDCO, will revise the support in light of the student's progress and development, deciding on any changes to the support in consultation with the parent and student.

Parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

INVOLVING SPECIALISTS

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the Academy will consider involving specialists.

The SENDCO and teacher, together with the specialists, and the student's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the student's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

REQUESTING AN EDUCATION, HEALTH AND CARE PLAN (EHCP) ASSESSMENT

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the student SEND needs, yet the student has not made expected progress, the Academy will consider requesting an EHCP assessment. Parents and the student will be fully involved in this process.

REVIEWS OF EDUCATION, HEALTH AND CARE PLANS (EHCPs)

EHCPs must be reviewed annually. The aim of the review will be to:

- Assess the student's progress in relation to the targets
- Review the provision made for the student in the context of the Academy Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

From Year 9 onwards, particularly for those with Education, Health and Care plans, the Academy is involved in the planning for a student's transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and achieve greater independence.

The Academy also ensures that all reviews for Service children with SEND explicitly consider any Service related issues which are relevant to the outcomes of those reviews.

EVALUATING SUCCESS

The success of the Academy's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCO and senior staff
- Analysis of student tracking data and test results
 - for individual students
 - for cohorts
- Consideration of each student's success in meeting targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The School Improvement Plan (SIP)/SEND Improvement Plan.

We set targets matched to a set of specified aims to provide indicators against which progress can be measured. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- Governors
- External professionals

Where support and interventions have been successful and have enabled a student to make progress, students may no longer require SEND support. In these instances, it may be decided that students are removed from the SEND register. This will take place in consultation with the student and their families and systematically monitored and reviewed.

COMPLAINTS PROCEDURES

The Academy's complaints procedure is outlined on the Academy website.

PARTNERSHIP WITHIN AND BEYOND THE ACADEMY

Staff development and appraisal

Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with students with SEND. Part of the SENDCO's role in school-based continuous professional development (CPD) is to develop awareness of resources and practical teaching procedures for use with students with SEND. As a routine part of staff development, CPD requirements in SEND are assessed. Governors undertake a similar review of training needs. Teaching Assistants' requirements in supporting students' needs are considered frequently. Trainee Teachers, Early Career Teachers and staff new to the school are given training on the Academy's SEND Policy as part of their induction.

Links with other agencies, organisations and support services

The Academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for students with SEND. When it is considered necessary, colleagues from the following support services will be involved with students with SEND:

- Educational Psychology Service
- Access to Inclusion team
- Children's Autism & Outreach Team (CAOT)
- Children with Disabilities Service
- Ethnic Minority Achievement Service (EMAS)
- Medical professionals
- Speech and Language Therapy Service
- Physiotherapy Service
- Hearing Impairment Team
- Visual Impairment Team
- Access and Assistive Technology Team (previously PIMS/SENITAS)
- Physical Impairment Team
- Therapy Services
- Art Therapy
- Counselling
- Parent Family Support Agency (PFSA)
- Occupational Therapy
- SENDIAS (Special Educational Needs and Disabilities Information Advisory Service)
- School Counsellor
- School Chaplain

Partnership with parents

Ansford Academy firmly believes in developing a strong partnership with parents which will help to enable students with SEND to achieve their potential. The Academy recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Parents are invited to review the SEND provision for their child regularly throughout the school year.

The voice of the student

All students are involved in making decisions where possible. The ways in which they are encouraged to participate reflects their evolving maturity.

Preparation for adult life

Being supported towards greater independence and employability can be life-transforming for students with SEND. This support begins in school and centres around the student's own aspirations, interests and needs. All professionals working with students with SEND should share our high aspirations and have a good understanding of what support is effective in enabling students with SEND to achieve their ambitions.

Preparing for adulthood means preparing for:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

EHCP reviews at Year 9 and every review thereafter, includes a focus on preparing for adulthood. Planning is centred around the individual and explores the student's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition. Transition planning is built into the revised EHCP resulting in clear outcomes being agreed that are ambitious and stretching and which will prepare students for adulthood. This planning includes:

- Support to prepare for higher education and/or employment
- Support to prepare for independent living
- Support in maintaining good health in adult life
- Support in participating in society

Social/life skills provision may be appropriate for some students with SEND. This may include periods outside the Academy with appropriate support, including time and support for independent study. A package of provision may include non-educational activities such as:

- Volunteering or community participation
- Work experience
- Opportunities that will equip students with the skills they need to make a successful transition to adulthood, such as independent travel training, and/ or skills for living
- Training to enable a young person to develop and maintain friendships and/or support them to access facilities in the local community.

Full-time packages of provision and support set out in the EHCP will include any time young people need to access support for their health and social care needs.

For a student with an EHCP the Academy, together with the Local Authority, will ensure that the transition to adult care and support is well planned and integrated with the annual reviews of the EHCP and reflects existing special educational and health provision that is in place to help the young person prepare for adulthood.