



DUKE'S
ALDRIDGE ACADEMY

POLICY	
Title	SPECIAL EDUCATIONAL NEEDS AND DISABILITY
Date Revised and Agreed	September 2019
To be Reviewed	September 2021
Reviewed by	Head of SENDCO
Frequency of Review	Biennial

Dukes Aldridge Academy has a named Special Educational Needs and Disabilities Co-ordinator (SEN/DCo) and a named Special Educational Needs and Disabilities (SEN/D) Governor, who alongside the Headteacher ensure the SEN/D Policy works within the guidelines and inclusion requirements of the Code of Practice (2014).

Duke's Aldridge Academy is fully committed to Inclusion. If you have a concern about how we can meet your child's need, please make an appointment with the Achievement Co-ordinator for your child's year group and SEN/DCo, so that we can work together to find out how we can best meet their needs.

Mission Statement

We will provide an outstanding education for the young people in our community, and those who come to us from beyond, in order to transform their life chances. We will aim to work with a range of stakeholders, partners and collaborators to be efficient in our use of resources to the benefit of our students. We will give the students of Duke's Aldridge Academy, the voice, skills and self-confidence to learn throughout their lives and to make a difference to their community. Through this policy we are pleased to meet the requirements of the Education Acts 1993 and 1996 and the 2014 Code of Practice on the Identification and Assessment of SEN.

Values and Standards

In line with this ethos, our aim is for every child to be well cared for, to make progress and to develop life-long skills and attitudes, irrespective of any Special Educational Need (SEN) or Disability, alongside their peers and through access to a broad and balanced curriculum.

At Duke's Aldridge Academy:

- We value, respect and celebrate the achievements of all children. We believe that every child can be successful and achieve during their time with us.
- We work in partnership with parents. We know that parents are the first educators of their child and so we always aim to involve parents and children in planning and reviewing progress.
- We strive to ensure children have a voice and are listened to.
- We know that the earlier we can identify special educational needs and provide support the more successful our children will be – early identification, supportive transition and collaboration are key.
- We strive to deliver a broad, balanced curriculum which develops high achievement, self-confidence, resilience, motivation and cooperation with others.
- Our starting point is to guarantee a consistent, whole school approach to provision for children with SEN/D; to make sure all staff have the knowledge, skills and training to support all children with SEN/D in our school.

Duke's Aldridge Academy is committed to inclusive education, equal opportunities and respect for all.

Definition of Special Educational Needs and Disabilities

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. 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 institution.

For further guidance, please use the link to the SEND Code of Practice below

[www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Duke's Aldridge Academy is fully committed to inclusion and we use our best endeavors to secure special educational provision for those children for whom it is required. The SEN Code of Practice (2014) identifies 4 areas of need which may require special educational provision to be made:

- **Communication and Interaction (C+I)**
Examples include: speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD).
- **Cognition and learning (C+L)**
Examples include: Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties (SEMH)**
Examples include: attachment disorder, depression, eating disorders, anxiety.
- **Sensory and/or physical needs**
Examples include: visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy
- **Medical needs**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school

with medical conditions.

Some young people have a number of different needs across multiple categories.

(It is important to note that whilst accessibility is a high priority of our school, it is not possible to ensure it in all areas).

In line with the Code of Practice, Dukes Aldridge Academy recognizes that challenging behaviour alone does not constitute a special educational need. Having English as an Additional Language does not constitute a special educational need.

Special Educational provision is defined as educational or training provision that is 'different from and additional to' that normally available to pupils of the same age in a mainstream setting in England.

At Duke's Aldridge Academy a pupil can be considered to have special educational needs when they are making less than expected progress given their age and individual circumstances.

Less than expected progress is defined as progress which is:

- significantly slower than their peers starting from the same baseline,
- fails to match or better the child's previous rate of progress
- fails to match or close the attainment gap between the child and their peers

A graduated approach to SEN is essential and wherever possible we ensure pupils with SEN engage in school activities alongside pupils who do not have SEN.

- The Disability Discrimination Act 1995 states that a disabled person is someone with a physical or mental impairment which has a substantial or long-term adverse effect on his/her ability to carry out normal day to day activities. Some children with disabilities may have learning needs which require special educational needs provision but not all children deemed to be disabled will have learning difficulties that require this provision. The school will keep a register of children with a disability.

It is important to distinguish between 'special needs' and 'Special Educational Needs'. All children have individual needs and some children may have special needs arising from particular circumstances e.g. children for whom English is an additional language, or children on the Social Services Register. These needs are deemed as being met by

alternative strategies.

Identification, Assessment and Provision

At Duke's Aldridge Academy a child is defined as having a special educational need when their learning needs require support over and above what is provided in the classroom in terms of quality first teaching (Waves of Intervention model DfES 2002). In keeping with the ethos of the school and the foundations underpinning the SEN policy, our aims and principles are:

- To identify and assess SEN at the earliest opportunity through thorough transition procedures when students arrive in Year 7.
- To closely liaise with primary feeder schools to gather comprehensive information about students and their needs.
- To identify and assess SEN at the earliest opportunity through a thorough Induction process when students arrive through 'additional admissions'.
- To identify and assess SEN at the earliest opportunity through baseline assessments and careful ongoing assessment and monitoring of all children.
- To monitor the effectiveness of interventions through clear ongoing assessment procedures and record keeping.
- To monitor the groups represented on the SEN/D register.
- To involve children with SEN/D in all aspects of school life.
- To provide appropriate training for staff so that this policy and the accompanying procedures and strategies can be implemented with maximum effect.
- To consider the learning environment as part of the process of identifying special educational needs, thereby creating an environment that meets the needs of each child.
- To ensure access to a broad and balanced curriculum through appropriate differentiation, so that, children with SEN are supported in their learning.
- To maximize the learning and achievements of children with SEN during their time at Dukes Aldridge Academy.
- To establish and maintain good systems of communication between professionals from outside agencies, teachers, teaching assistants and other staff members.
- To take a collaborative approach to children's needs, making clear the expectations of all partners in the process.
- To work in partnership with parents to support their child and bring in external professionals where appropriate. Where a child has an EHCP, targets are always discussed with the child, presenting the objectives in an accessible and

appropriate way and taking the child's views into account.

- To ensure all staff know and understand the procedures for identifying children with SEN.
- To ensure adequate resourcing for SEN.

The mainstream class teachers are responsible for monitoring the progress and meeting the needs of all the children in his / her class. Provision for pupils with SEN at Duke's Aldridge Academy is regarded as a whole school matter and the staff work as a team to ensure all children's special educational needs are met. All teachers are teachers of SEN.

The SENDCo will take responsibility for supporting class teachers in overseeing provision for and developing interventions for children with SEN and the learning environment and for liaising with the designated SEN Governor.

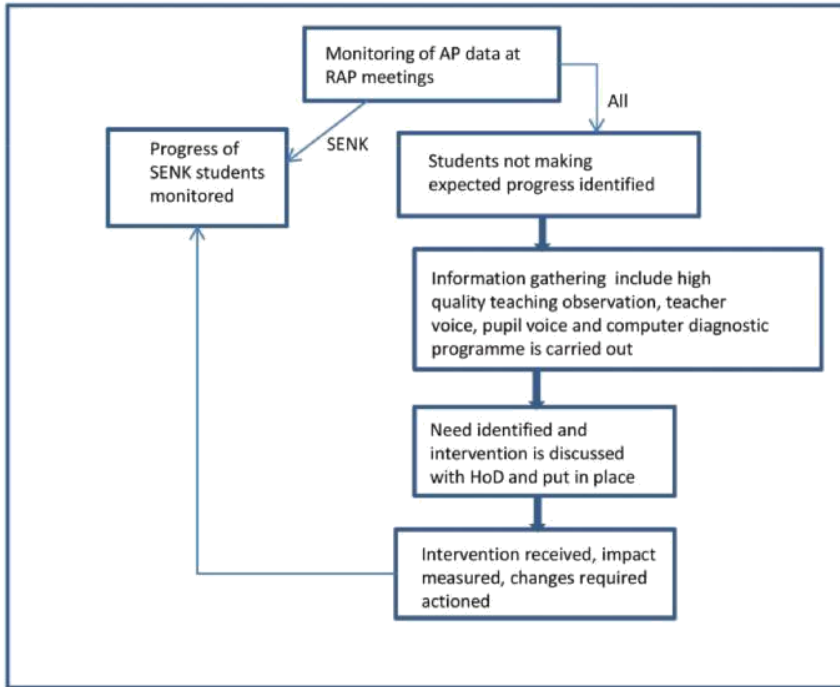
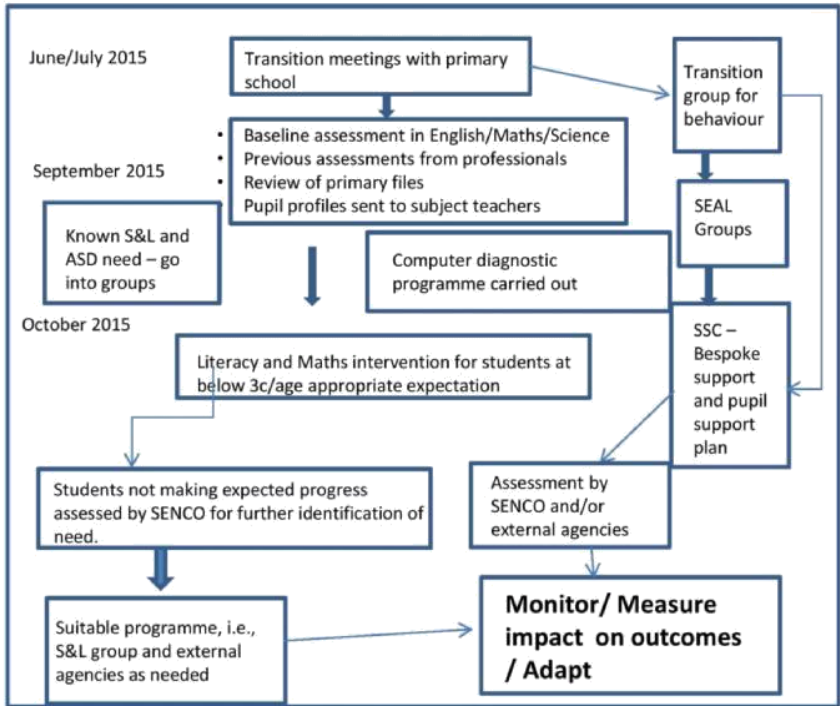
Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the SENDCO and Headteacher and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website.

This policy has been agreed by the Headteacher and the Governing

PROVISION MAP



Intervention	Monitoring for impact progress from starting point	Impact (not exhaustive)
TA in-class support	<ul style="list-style-type: none"> Scrutiny of TA folders Teacher/TA contract from October 2015 Learning walks, lesson observations, book scrutiny Teacher voice TA voice AP data review Review of exclusion/referral data Attendance, punctuality 	<ul style="list-style-type: none"> Reduction in referrals Improved attendance to school/lessons Improved rates of progress Clarity of appropriate expectations
Small group literacy and numeracy	<ul style="list-style-type: none"> Data review against expected outcomes Learning walks, lesson observations, book scrutiny, DGP Joint moderation IEPS 	<ul style="list-style-type: none"> Improvement in spelling, reading, writing Increased confidence across the curriculum +VE Social emotional impact
S&L groups	<ul style="list-style-type: none"> Learning walks, lesson observations, DGP External moderation by S&L therapist Track progress from baseline against language levels Outcome reports 	<ul style="list-style-type: none"> Improvement in expressive and receptive language skills +VE Social emotional impact
<ul style="list-style-type: none"> SEAL SSC Gender focus group Counselling 	<ul style="list-style-type: none"> AP data review % attendance and punctuality Review of exclusions/referral data PSP written and reviewed Learning walks 	<ul style="list-style-type: none"> Inconsistent outcomes – variable according to student SEE STRATEGIES
Curriculum design	<ul style="list-style-type: none"> Reviewing pathway and impact of learning interventions AP data review 	<ul style="list-style-type: none"> Neet figures, attendance figures, wellbeing
SHINE	<ul style="list-style-type: none"> AP data analysis % attendance and punctuality Referral and exclusion figures 	<ul style="list-style-type: none"> Improved confidence and literacy skills from starting points Increased parental involvement
ASD group	<ul style="list-style-type: none"> Attendance, referral, student voice SSP AP data analysis Parent and pupil voice 	<ul style="list-style-type: none"> Student well being, reduction in exclusions and referrals Attendance
Raising high quality teaching through CPD E.g., coaching (peer) - Targeted coaching - Lesson study - partnership teaching - Special SEN twilight session - Whole school SEND CPD	<ul style="list-style-type: none"> Learning walks, lesson observations, TA voice, book scrutinies AP data analysis Whole school DGP cycle 	<ul style="list-style-type: none"> Rates of progress from starting points