



Special Educational Needs & Disability Policy

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Teams > RBA Exams Team > RBA Exam Policies

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Approved: _____

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1. Introduction

1.1 This policies complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Academies DfE February 2013;
- SEND Code of Practice 0-25 (January 2015)
- Academies SEND Information Reporting Regulations (2014)
- Statutory Guidance on Supporting Students at Academies with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Policy

2. Responsibility for Coordination of SEND Provision

2.1 SENCo (Fitzwilliam Campus) – Tracey Hopkins
SENCo (Trinity Campus) –

2.2 The SEND Coordinator will hold all details of all SEND support records, SEND register, and Individual Learning Plans.

3. Aims and Objectives

3.1 At RBA we aim to raise the aspirations and expectations for all learners with Special Education Disability Needs (SEND). We are committed to offering an inclusive curriculum to ensure the best progress for each of our learners whatever their needs or abilities. This policy aims to provide a framework which ensures that the Special Education Disability Needs of all learners are identified and that appropriate arrangements are made to meet those needs.

3.2 Objectives:

- 3.2.1 To identify and provide for learners who have special educational needs and additional needs.
- 3.2.2 To work within the guidance provided in the SEND Code of Practice January 2015.
- 3.2.3 To provide a Special Educational Disability Needs Coordinator who will work with the SEND Policy
- 3.2.4 To provide support and advice for all staff working with SEND learners.
- 3.2.5 To ensure that parents/carers are informed of their child's special needs, and that there is effective communication between parents/carers and the Academy.
- 3.2.6 To ensure that learners express their views and are fully involved in decisions which affect their education.
- 3.2.7 Enable dissemination of information for outside agencies, teachers, parents/carers, etc., and help with planning for the child's needs.



4. Identifying Special Educational Disability Needs

4.1 Definitions of special educational needs (SEND) taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions.

A child under compulsory Academy age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4.2 The categories of needs as outline in SNED Code of Practice January 2015 are:

4.2.1 *Communication and Interaction*

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.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

4.2.2 *Cognition and Learning*

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

4.2.3 *Social, Emotional, and Mental Health Difficulties*

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.



4.2.4 *Sensory and/or physical needs*

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 multi sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

5. Graduated Approach to SEND support

5.1 All learners will have access to high quality first teaching and a differentiated curriculum.

5.2 It is the class teacher's responsibility to monitor the progress of learners in the class, including learners who access support from Teaching Assistants or Higher Level Teaching Assistants.

5.3 High quality teaching and differentiation is the first step in responding to learners who may have SEND.

5.4 Additional intervention or support cannot compensate for lack of good teaching.

5.5 Learners will only be identified as SEND if they do not make adequate progress once they have had access to additional interventions/adjustments and access to quality first teaching.

5.6 The SEND Coordinator will liaise and gather evidence from SEND representatives, teachers, Heads of Campus, and other relevant staff and external agencies relating to learner progress, in order to make an accurate and formative assessment regarding the learner's needs.

5.7 For higher levels of needs, when deemed necessary we will draw on specialised assessments from external agencies and professionals to help meet the learner's needs.

5.8 In line with the SEND Code of Practice 2015, we will apply the ASSESS – PLAN – DO – REVIEW cycle, and involve parents/carers, families, and children and young people in the process via meetings, letters, and telephone conversations as appropriate.

5.9 ASSESS – PLAN – DO – REVIEW is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are most effective in supporting the learner to achieve good progress and outcomes.

5.9.1 ASSESS

In identifying a learner as needing SEND support, the subject teacher working with the SEND Coordinator (SENCo) should carry out a clear analysis of the learner's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and



experience of parents/carers. The opinion and feeling of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the Academy's information and assessment data on how the learner is progressing.

This analysis will require regular reviews to ensure that the support and interventions are matched to need, barriers to learning are clearly identified and are being challenged, and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need.

5.9.2 PLAN

When it is decided to provide a learner with SEND support, parents/carers will be informed in writing. Planning will involve consultation between the teacher, SENCo, and parents/carers to agree to the adjustments, interventions, and support that are required; the impact on progress or development is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the learner, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

5.93 DO

The tutor, Head of Campus, and subject teachers remain solely responsible for working with the learner on a daily basis. They will work closely with the Teaching Assistants/Higher Level Teaching Assistants and relevant specialist staff to plan and assess the impact of support, interventions, and links with classroom teaching. Support with further assessment of the learner's strengths and weaknesses, problem solving, and advising of the implementation of effective support will be provided by the SENCo.

5.9.4 REVIEW

Reviewing learner progress will take place at three or four checkpoints during the academic year. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and, in light of learner progress and development, make any necessary amendments going forward in consultation with the learner, parents/carers, and subject teachers.

Referral for an Education, Health, and Care Plan

5.10 If a learner has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually completed by the Academy, but can be requested by a parent/carer. This will occur where the complexity of need or lack of clarity around the needs of the learner are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.



5.11 The decision to make a referral for an Education, Health, and Care Plan will be taken at a progress review involving parents/carers, the SENCo, and the Local Authority.

5.12 The application for an Education, Health, and Care Plan will combine information from a variety of sources including parents/carers, teachers, SENCos, Social Care, and Health Professionals.

5.13 Information will be gathered relating to the current provision and a summary of any action points taken. The preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the learner is eligible for an EHC plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health, and Care Plans (EHCPs)

5.14 Following Statutory Assessment, an EHCP will be provided by Peterborough City Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in Academy and parents/carers will be involved in developing and producing the plan.

5.15 Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the Academy named in the Plan if it differs from their preferred choice.

5.16 Once the EHCP has been completed and agreed, it will be kept as part of the learner's formal record and reviewed at least annually by staff, parents/carers, and the learner. The **Annual Personal Review** enables provision for the learner to be evaluated and, where appropriate, for changes to be put in place.

6. Managing Learners on the Register

6.1 Once identified, learners are recognised according to their level of need using the SEND Code of Practice 2015. The statutory guidance for identification, assessment, and provision of SEND is documented with the Code of Practice and is based on a model known as '**Graduated Response.**'

6.2 The Academy adopts a graduated response to meeting special educational needs that requires the initial use of classroom and Academy resources before bringing specialist expertise to bear on the difficulties that a learner is experiencing. When a young person is identified as having special educational needs, the Academy will intervene. Such interventions are a means of helping the Academy and parents/carers match special educational provision to individual learner needs.

6.3 If a learner is known to have special educational needs when they arrive at the Academy, staff will:

- Use information to provide an appropriate curriculum for the learner and focus attention on action to support the learner within the class.
- Ensure that ongoing observation and assessment provides feedback about the learner's achievements to inform future planning of their learning.
- Ensure opportunities for the learner to show what they know, understand, and can do.



- Refer to the learner's Individual Learning Plan for strategies to support their needs.

6.4 Provision for learners with special educational needs is a matter for the Academy as a whole. We believe that all colleagues share responsibility for the progress of all learners, including those with identified SEND.

6.5 **All teachers are teachers of SEND** and must ensure that learning tasks are well matched to the individual ability of each learner. Such differentiation is fundamental to SEND learners accessing the curriculum. By implementing best practice teaching and learning for all, and recognising and using strategies that promote individual progress, fewer learners should need to be recognised as needing any additional provision.

6.6 The SENDCo has responsibility to ensure that the SEND register is up to date and accurate and is reviewed as part of an ongoing process throughout the academic year.

7. Criteria for Exiting the SEND Register

7.1 Learners may be removed from the SEND register if, as part of the ASSESS – PLAN – DO – REVIEW process they have met desired outcomes and are exceeding expected progress.

8. Learners and Families

8.1 Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The Academy recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

8.2 Young people with special educational needs often have a unique knowledge of their own needs, and their views about what sort of support they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review, and the transition processes.

8.3 An important feature of the SEND Code of Practice is the partnership between parents/carers and the Academy. We strongly endorse key principles within the Code of Practice and we would like parents/carers to be partners and to operate in a culture of co-operation. We would, therefore, actively encourage parents/carers to contact their child's Head of Campus or SENDCo regarding any concerns or queries.

9. Admissions for SEND or Disabled Learners

9.1 In line with the Equalities Act 2010, we will not discriminate against children, and we will take all reasonable steps to provide effective educational provision.



9.2 The aim of the Academy is to meet the needs of the child. In the case of learners with a statement of special educational needs or an EHCP, the SENCo will work closely with the Local Authority named officer in coming to a decision about the most appropriate provision for the learner.

10. Transition

10.1 We will ensure early and timely planning for transfer to a learner's next phase of education and will offer transition meetings to all learners in receipt of additional SEND support, and all those with EHCPs or statements of special educational needs. Learners with EHCPs will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

10.2 Learners and parents/carers will be encouraged to consider all options for the next phase of education and the Academy will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

10.3 Support for the learner in coming to terms with moving on will be carefully planned, and will include transition taster sessions to support the next phase, but may also be offered additional transition visits.

11. Supporting Learners with Medical Conditions

11.1 The Academy recognises that learners with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled, and where this is the case the Academy will comply with its duties under the Equality Act 2010.

12. Monitoring and Evaluation of SEND Provision

12.1 The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCo / Assistant Principal for SEND and Inclusion.
- Ongoing assessment of progress made by intervention groups.
- Scrutiny of planning.
- Teacher interviews with the SENCo / Assistant Principal for SEND and Inclusion.
- Informal feedback from staff.
- Learner interviews.
- Learner tracking and using assessment data.
- Regular meetings between SENCos / Assistant Principals for SEND and Inclusion
- Checkpoint analysis
- Learner and staff questionnaires



13. Training and Resources

13.1 The SENCo will regularly attend local network meetings.

13.2 All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the Academy Improvement Plan and annual schedule of professional learning.

13.3 Specialist advice and expertise in relation to assessment and support of individual learners will be commissioned by the Academy from the open market.

14. Roles and Responsibilities

14.1 The Academy Committee has due regard to the SEND Code of Practice when carrying out its duties towards all learners with SEND, ensuring that the following roles and responsibilities are clearly defined:

- Academy Committee Member for SEND:
- Name of Designated Teacher with specific Safeguarding Responsibility:
- Name of member of staff responsible for managing the Academy's responsibility for meeting the medical needs of learners:
- SEND Coordinator: Tracey Hopkins (Fitzwilliam Campus)

15. Policy Review

15.1 We will review the SEND Policy annually to ensure that it complies with legislation.

16. Accessibility

16.1 We will 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. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

16.2 Personal Emergency Evacuation Plans are in place for all learners with a disability.

17. Complaints

17.1 If there are any complaints relating to the provision for learners with SEND, these will be dealt with in the first instance by the class teachers and SENCo, then, if unresolved, by the



Assistant Principal for SEND and Inclusion. In case of an unresolved complaint, the issue will be dealt with through the TDET Complaints Procedure.

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18.1 Bullying

18.1 For further information on the steps we take at RBA to mitigate the risk of bullying of our vulnerable learners, please see our Anti-Bullying Policy

19. Useful Information Regarding SEND

www.youngminds.org.uk/adhd

www.aboutkidshealth.ca – Learning and Education Tab

www.autism.org.uk

www.idonline.org