

global academy

SEND Policy

1. Introduction

- 1.1. At the Global Academy we are committed to helping every student, irrespective of background, to access a high quality education which meets their ability, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some students may require more support than others and we aim to plan accordingly.
- 1.2. This policy has particular regard for students with needs which require provision that is different from or additional to that made generally for students of the same age. This includes those with learning difficulties, a disability or particular medical needs as well as our high attainers.

2. Definitions

- 2.1. A student has Special Educational Needs if he or she has a learning difficulty that calls for special educational provision to be made for him/her. This may mean that a student has a significantly greater difficulty in learning than the majority of students of the same age.
Education Act 1996
- 2.2. A student with a disability is defined as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.
Disability Discrimination Act 1995
- 2.3. Medical needs are those which result in a student's regular or prolonged absence from the Academy and which have a significant impact on his/her education.
*Ensuring a good education for children who cannot attend school because of health needs
Statutory guidance for local authorities
DfE January 2013*
- 2.4. High Attainers are children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).
Identifying Gifted and Talented Learners – getting started DfE May 2008
- 2.5. Related policies include
 - Disability Policy
 - Access Plan
 - Equal Opportunities Policy

3. Principles, Aims and Objectives

- 3.1. We aim to meet the diversity of children's learning in a mainstream setting by way of a broad and balanced curriculum which is relevant to their strengths and needs high quality teaching that is differentiated and which results in progress at an appropriate level of challenge promoting a positive attitude and resilience

4. **Policy**

- 4.1. To meet our aims, we will provide additional support where appropriate in line with the *SEND Code of Practice 2014 SEN/S/10/v5 Special Educational Needs and Disabilities (incl. High Achievers) October 2014*
- 4.2. We will raise awareness amongst staff of students' needs so that learning differences are noted as soon as possible and teaching adjusted accordingly
- 4.3. We will work collaboratively with staff, students and parents to facilitate progress learning will be purposeful and stimulating and teaching will be differentiated to make allowances for particular learning styles with an appropriate level of challenge
- 4.4. We will provide staff with suitable training where required
- 4.5. Where possible, we will engage other professional services where appropriate to give students opportunities to take part in all aspects of the academy's provision, as far as is appropriate and practicable.
- 4.6. We will identify, assess, record, and regularly review students' progress and needs and the effectiveness of any interventions, e.g. via progress reviews and classroom observations
- 4.7. We will participate in the processes of the Common Assessment Framework (CAF) and Team Around the Family (TAF) in order to support students and families
- 4.8. We will ensure that the responsibilities held by all staff and governors for SEND students are met

5. **Procedure**

5.1. **Students with Medical Needs**

We keep a record of healthcare plans for students with medical conditions. We monitor the attendance of students with medical needs and liaise with parents, the Hillingdon Early Help Assessment (EHA) team, medical professionals and the Hillingdon Hospital Service where necessary to plan, co-ordinate and monitor educational provision, progress and the students' reintegration to the academy. The academy will ensure that students educated away from the academy receive the minimum entitlement of teaching per week and that they are informed regularly about activities and social events applicable to them and their peers.

5.2. **Students with Special Educational Needs and Disabilities**

We keep a register of SEND students. We coordinate their provision in accordance with the SEND Code of Practice, assess those who are not making the progress expected and provide suitable programmes and strategies to support learning. We monitor regularly the quality of teaching and learning for students with SEND through the use of existing academy assessment information and classroom observations and share information through up-to-date learning profiles. Parents/carers are kept informed of students' progress and welfare by subject and pastoral staff. Where appropriate, the SENCo will contribute to and review annually with parents and students Statements of Educational

Need or Education, Health and Care Plans (EHCP). Students will be encouraged to take part in reviews in order that their opinions and preferences may be heard.

5.3. High-Attaining Students

We maintain a register of High Attainers using CAT test scores (128 points or more in any one test or 120 points or more in any two tests). It is our policy that the main forum for effectively educating our high attainers will be in the classroom. Departments will make special provision by way of differentiated resources, teaching techniques, setting and extra-curricular activities to encourage independent thought, originality and creativity.

5.4. Roles and Responsibilities

The Global Academy's Governing Body and Senior Leadership Team will ensure that SEND provision is an integral part of the academy development plan, that this policy is reviewed regularly and that they are informed annually about the numbers and progress of SEND and high-achieving students.

The Director of Pastoral has overall responsibility for management of the academy's provision, assisted by the Special Educational Needs Co-ordinator (SENCo) and other key pastoral staff. They will meet regularly to review students' progress in order to intervene as early as possible with appropriate support.

The SENCo is responsible for overseeing the day to day operation of the academy's SEND policy. He/She will

- maintain the academy's SEND register
- work closely with parents and outside agencies, including secondary schools/academies and next providers of education, to ensure a smooth transition
- co-ordinate the provision for students with special educational needs as identified at primary and subsequent secondary level and following entry to the academy e.g. as a result of progress checks, CAT tests or screening for literacy
- provide staff with up-to-date information about students, including best individual learning practice
- monitor the quality of teaching and learning for students with SEND and their subsequent progress
- manage teaching assistants, including training needs and professional development
- publish a SEND Information report annually on the academy website

Subject teachers and tutors are responsible for

- including students with SEND and High- Achievers in the classroom
- providing an appropriately differentiated curriculum

- deploying Teaching Assistants (TAs) to help students reach or exceed the expected level of progress
- referring students who they suspect of having a previously unidentified special educational need to the SENCo for further investigation