



Special Educational Needs (SEND) Policy

Responsible:	Principal
Responsible Committee:	Full Governing Body
Implementation Date:	April 2021
Date of Next Review:	April 2022

Any Associated Policies:	Accessibility Plan Equal Opportunities Policy
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1. Core Principles

The Global Academy fully endorses the Special Educational Needs & Disability (SEND) Code of Practice (2015) core principles:

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015 1.1.

We recognise that some students may require more support than others and we aim to plan accordingly. 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, needs high quality teaching that is differentiated, and which results in progress at an appropriate level of challenge promoting a positive attitude and resilience.

Objectives of this policy

- To identify and provide for students who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- To ensure access to the curriculum for all students.
- To provide support and advice for all staff working with students who have special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.

2. Definitions

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

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

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 is a statutory duty for the Academy and Local Authorities.

DfE January 2013

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

Related policies include

- Disability Policy
- Access Plan
- Equal Opportunities Policy

3. Identifying and assessing children with SEND

The Academy has a clear approach to identifying and responding to SEND. All teachers at the Global Academy are responsible for identifying students with SEND and, in collaboration with the Special Education Needs and Disability Co-ordinator (SENDCo), will ensure that those students requiring different or additional support are identified at an early stage.

- On entry to the academy every student's attainment is assessed through Cognitive Abilities Tests (CATs) in order to ensure continuity of learning. This may flag up students who require additional class-based interventions and/or further assessment.
- We request information from previous secondary schools. Information gained is used to shape the student's curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding.
- The academy regularly gathers information from within the school about student progress, alongside national data and expectations of progress. Academic data is updated five times a year and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
 - Be significantly slower than that of their peers starting from the same baseline;
 - Fail to match or better the student's previous rate of progress;
 - Fail to close the attainment gap between the child and their peers;
 - Widen the attainment gap.
- Students may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered.
- Where teachers decide that a student is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents and carry out further class-based assessments. A period of additional class-based interventions will then follow.

- If, despite class teacher intervention, the student continues to make less than expected progress, the SENDCo is consulted.
- The SENDCo is then responsible for investigating and where necessary assessing the student to determine if the student has special educational needs, noting areas that are barriers to learning which may require support.
- The identification and assessment of SEND includes an early discussion with the student and their parents. These early discussions with parents enable academy staff to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the student and the next steps.
- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, the academy will liaise with outside professionals if they are already involved with the student.
- For higher levels of need, the SENDCo will draw on more specialised assessments from external agencies and professionals.

4. The graduated approach to meeting special educational needs

High quality teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-school responsibility. This requirement has been strengthened in the SEND Code of Practice 2015. To establish high quality teaching, we will:

- raise awareness amongst staff of students' needs so that learning differences are noted as soon as possible and teaching adjusted accordingly
- work collaboratively with staff, students and parents to facilitate progress.
- ensure learning is purposeful and stimulating and teaching will be differentiated to make allowances for particular learning styles with an appropriate level of challenge.
- provide staff with suitable training where required on how to identify needs and how to use the SENDCo Strategy Sheets that give up-to-date strategies on how to address the learning barriers that the student may face. Teachers are expected to use this information and their own knowledge of the student to write their own Class Profiles.
- where appropriate, engage other professional services to give students opportunities to take part in all aspects of the academy's provision, as far as is appropriate and practicable.
- identify, assess, record, and regularly review students' progress and needs and the effectiveness of any interventions, e.g. via progress reviews and classroom observations
- require any staff who believe that a student may have a special need that has not yet been identified to complete the SEND Referral Form (Appendix 1) and email to the

SENDCo for assessment and consideration. The SENDCo will then decide the best course of action.

- participate in the processes of the Common Assessment Framework (CAF) and Team Around the Family (TAF) in order to support students and families.
- monitor regularly the quality of teaching and learning for students with SEND through the use of academy assessment data and classroom observations.
- ensure that the responsibilities held by all staff and governors for SEND students are met.

Increased levels of provision and support

In spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support. If this is the case

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the academy's core offer or whether something different or additional is required.
- All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system (ARBOR).
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.
- Where it is decided that a student has a special educational need (SEND), this decision is recorded in the school records and the parents are informed.
- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the student. Teachers are expected to 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 should support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

SEND support and interventions are reviewed in the following ways:

- The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.
- The SENDCo working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff.

- If a student continues to make less than expected progress, despite support and intervention, the academy may involve specialists, both in-house and from outside agencies.
- The academy will provide an annual report for parents on their child's progress, as part of the normal reporting process.
- For those students with the highest level of need it may be appropriate for the SENDCo to request an Education, Health and Care Plan (EHCP). Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHCP process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.
- As part of the EHCP the academy may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

Students with Medical Needs

We keep a record of Individual Healthcare Plans (IHPs) 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.

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. 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 Core and Vocational Curriculum Vice Principals have overall responsibility for management of the academy's provision, assisted by the Special Educational Needs Co-ordinator (SENDCo) 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 SENDCo is responsible for overseeing the day to day operation of the academy's SEND policy.

The SENDCo is responsible for:

- maintaining the academy's SEND list.
- working closely with parents and outside agencies, including secondary schools/academies and next providers of education, to ensure a smooth transition.
- co-ordinating 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
- providing staff with up-to-date information about students, including best individual learning practice
- monitoring the quality of teaching and learning for students with SEND and their subsequent progress
- managing teaching assistants, including training needs and professional development
- publishing 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 SENDCo for further investigation

Appendix 1

Teacher identification of student SEND concerns
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Student Name: _____ Form Group: _____ Date: _____

Referring teacher: _____ Subject Area: _____ Referred to: _____

Area of Concern	Tick	Area of Concern	Tick
Learning		Learning	
Comprehension concerns		Short-term auditory memory	
Concentration concerns		Difficulty keeping content relevant	
Presentation		Independent learning	
Attention to task		Poor output	
Handwriting illegible		Needs instructions broken down	
Struggles to copy from board		Lack of homework	
Struggles to write ideas down		Poor quality of homework	
Disorganised work book		Lack of number concepts/poor numeracy skills	
Organisation of thoughts		Confidence	
Unable to follow simple instructions		Verbal participation in class	
Unable to follow complex instructions		Self-esteem	
Spatial skills		Reading skills	
Organisation/preparation for lessons		Spelling skills	
Social/ Mental/ and Emotional concerns	Tick	Social/ Mental/ and Emotional concerns	Tick
Lacks motivation		Lack of cooperation	
Poor concentration		Attention seeking behaviour	
Easily distracted		Poor attitude to learning	
Calling out in class		Self-esteem concerns	
Leaving seat without permission		Inappropriate comments	
Working as part of a group		Poor relationship with peers	
Relies too much on peer support		Poor relationship with adults	
Refuses peer support		Poor organisation	

Refuses adult support		Poor self –control	
Gives up easily		Inappropriate language	
Poor listening skills		Homework concerns	
Loner		Low confidence	
Poor social skills		Immature behaviour	
Vulnerable to bullying		Inappropriate behaviour towards peers	
Lacks of attention to tasks		Inappropriate behaviour towards staff	
Unaware of social norms		Following instructions	

Further comments/description of concerns/any obvious triggers/examples/etc:

What strategies have you tried so far? What has the outcome been?

SENDCo actions as a result of the referral	
SENDCo signature:	Date: