



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Person(s) responsible	Principal and Vice Principal (SENDCO)
Approval requirements	Governing Body approval required
Review frequency	Annual

Date approved	September 2023
Next review due	September 2024

1 STATUTORY REQUIREMENTS

- 1.1 This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (January 2015) (the Code of Practice) at paragraph 3.66 and its subsequent updates.
- 1.2 This policy is also compliant with the Special Educational Needs and Disability Act 2001 (SENDA), the Equality Act 2010 and the Statutory Guidance Supporting pupils with medical conditions at Academy (December 2015).
- 1.3 This policy was created by the Academy’s SENDCO in consultation with the SEN Governor. The SENDCO will liaise with staff and parents of students with SEN to ensure that the policy is in line with the statutory guidance and reflects the Code of Practice.
- 1.4 In accordance with the Children and Families Act 2014 and Code of Practice paragraph 6.89, the Academy SENDCO and member of the Senior Leadership Team is Jayne Voice (BA, MA, NASENCo Award, CT3PA, NPQH). The SENDCO can be contacted via the main Academy office.

2 AIMS

- 2.1 Global Academy provides structures and strategies to enable students to meet their full potential, academically and socially, within Academy.
- 2.2 Global Academy is a Media focused University Technical College (UTC) that delivers primarily mixed-ability teaching throughout the 14-19 age range. Students are placed in ability sets for Core Subjects at Key Stage 4.
- 2.3 We welcome students with special educational needs as part of our community and we are committed to ensuring that all students have an equal opportunity to engage in the curriculum and all other aspects of Academy life.
- 2.4 All teaching staff are responsible for providing outstanding personalised classroom and tutorial intervention to ensure that all students’ needs are met, and are aware of the importance of early identification.
- 2.5 Global Academy works in partnership with parents/carers and external agencies to ensure that all needs are met and supported.

3 OBJECTIVES

- 3.1 Global Academy will:
 - Identify, assess and review the special educational needs of all students;
 - Ensure that teachers are aware of the importance of identifying and providing for, those students who have SEND;
 - Develop students' literacy, numeracy and learning skills in order to increase their success in achieving core outcomes and progression within the curriculum;
 - Provide support structures for students with Social, Emotional, and Mental Health (SEMH) difficulties in order for them to have academic and social success within the Academy and wider community;

- Provide resources in order that students with additional needs have full access to the curriculum and academy environment;
- Enable students to be active partners in their learning;
- Develop partnerships with parents and students;
- Develop partnerships with external agencies and other partners;
- Develop the skills and knowledge of all teachers to enable them to meet the full range of individual needs within the classroom and further the development of inclusive practice.
- Ensure that staff receive appropriate training to meet the needs of SEND students
- Publish an offer of SEND provision in line with the local authority offer;
- Have a written SEND policy that is reviewed annually.

3.2 Objectives, by which the success of this policy can be measured annually, are included in the Academy's Strategic Targets and Special Educational Needs (SEN) Departmental Plan.

4 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

4.1 The Code of Practice in compliance with the Special Needs and Disability Act, defines a learning difficulty as meaning that the 'child has greater difficulty in learning than the majority of children of the same age or a disability which hinders them from making use of the educational facilities provided for children of the same age' or if 'a child has a disability or if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

4.2 Students identified as having SEN will fit into four broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

4.3 The purpose of identification of area of need is to determine what action the Academy needs to take, not to fit a student into a category.

4.4 At Global Academy, we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person. Other needs which could be considered could be social or economic.

4.5 The Academy recognises that the following may impact on a child's progress and attainment, however, these are not classed as SEN needs:

- Disability;
- Attendance and punctuality;
- Health and welfare;
- EAL;
- Being in receipt of the pupil premium grant;
- Being a looked-after child;
- Being a child of serviceman/woman.

4.6 In addition, behaviour is no longer recognised as a need; however, any concerns relating to a child's or young person's behaviour may be an indicator of an underlying need.

5 A GRADUATED APPROACH TO SEN SUPPORT

Assess

- 5.1 All students at Global Academy are eligible for receiving one or more of the various modes of support provided. Baseline assessment and prior-attainment data is used to identify the needs of students. Any student not making an expected level of progress is eligible for targeted intervention and may be referred to the Special Educational Needs Coordinator (SENDCO) who will complete an assessment of need.
- 5.2 Student needs are identified on entry, through pastoral reviews, as well as the SENDCO meeting with the Assistant Head and Heads of Departments.
- 5.3 On entry to Global Academy students will undergo an assessment of need using standardised tests and information provided by their previous School. National curriculum levels, cognitive abilities tests (CATs), literacy and numeracy tests, as well as information from their previous School and parents, are used to assess student need. The views of students and parents are sought both during and following assessments.
- 5.4 Students arriving mid-term are given an initial interview to introduce them to Academy life and on entry to Academy are assessed by the SENDCO.
- 5.5 The Academy recognises that additional intervention and support cannot compensate for a lack of good quality teaching. All 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 and ensure that all students receive high-quality teaching. This ensures that the lessons are differentiated for individual students, which is the first step in responding to students who have or may have SEN.
- 5.6 The Academy regularly reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' knowledge of SEN and their understanding of strategies to identify and support vulnerable students.

PLAN

- 5.7 If a student is not making the expected progress, or enters the Academy needing further intervention to attain expected levels of progress, the teacher and SENDCO will consider all the information gathered regarding the student's progress, alongside national data and expectations of progress. At this stage a decision may be made to consult the parents/carers and child regarding entering the student on the Academy's SEN Register as 'SEN support'.
- 5.8 The SENDCO will hold a planning meeting with the parent and the child to discuss areas of need identified with the class teacher and seek their permission to identify the child as 'SEN Support' on the Academy's SEN Register.
- 5.9 The SENDCO, parent and child will create a plan to address the areas of needs including any necessary intervention required. For higher levels of need, it may be necessary for the Academy to draw on more specialised assessments from external agencies and professionals.

DO

- 5.10 The student will receive intervention or provision agreed during the planning meeting and will be closely monitored and evaluated by the SENDCO.
- 5.11 Provision offered to students will be dependent on the individual student's need. This may include support in the mainstream classroom; individual or small-group support outside the mainstream classroom; advice on programmes to be followed at home; possible referral to an external support agency.
- 5.12 Global Academy does not have any Specialist provision and should a student's needs be best met at an alternative provision with a specialist unit, the Academy will support the student's parents in accessing the provision.
- 5.13 Provision maps are provided for all SEND students within Provision Map (EduKey).

REVIEW

- 5.14 The student's plan is reviewed termly to ensure that intervention and provision is having a positive effect effective and that the student is making sufficient progress in addressing their area(s) of need.
- 5.15 If after SEN Support level the student still does not make sufficient progress in closing any gaps in learning then the Academy will adjust the intervention and provision which shall be reviewed the following half term. It may be necessary for the Academy to draw on further specialised assessments from external agencies and professionals.
- 5.16 If following subsequent regular reviews of progress, the student still does not make sufficient progress in closing any gaps in learning then s/he may be moved to the level of support which may require an assessment for an Education, Health and Care (EHC) Plan.

6 MANAGING STUDENTS' NEEDS ON THE SEN REGISTER

- 6.1 The Academy's response to the Graduated Approach for SEND students (Assess, Plan, Do, Review) is detailed in the previous section of this policy.
- 6.2 The process and outcome of the Graduated Approach will be different for every student due to different profile of needs. Therefore, the intervention and arrangements made by the Academy will be personalised to meet the needs of the cohort.
- 6.3 The SENDCO, with the support of the Principal and Governing Body, takes responsibility for the day-to-day operation of provision made by the Academy for students with Special Educational Needs and provides professional guidance in the area of special educational needs to secure high-quality teaching, effective use of resources and continually improving standards of achievement for all students.
- 6.4 The SENDCO supports the Principal in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all students. The SENDCO seeks to ensure, through active collaboration with subject leaders, that the learning of all students is given equal priority, and that available resources are used efficiently in support of this purpose. The SENDCO plays a key role in supporting, guiding and motivating colleagues, particularly in disseminating examples of effective practice in relation to students with special educational needs.

- 6.5 Working with the Principal, staff, parents, the Governing Body and other agencies, the SENDCO co-ordinates the day-to-day operation of the SEND policy, ensuring that the name of any student identified as a cause for concern, is entered on the SEND Register if appropriate, and their needs are assessed and managed in terms of the Code of Practice suggested procedures. The SENDCO keeps the Principal informed of the operation of the policy during weekly SLT meetings and develops effective working relationships with parents.
- 6.6 The SENDCO is responsible for the following activities.
- Ensuring that records of individual students are established.
 - Maintaining the Academy SEND Register.
 - Overseeing the records of those students with special educational needs.
 - Developing referral systems to assist in the identification of special educational needs.
 - Assessing special educational needs.
 - Developing programmes of support so that needs can be met within the Academy budget.
 - Informing mainstream staff of student need.
 - Advising staff on strategies to be used to meet individual need.
 - Allocating specialist staff to individual students, where relevant.
 - Identifying, allocating and timetabling resources to support students in meeting agreed targets.
 - Monitoring and reviewing progress of individual students in collaboration with the relevant Pastoral Leads and Heads of Department.
 - Managing, monitoring and reviewing the work of designated special educational needs staff both internal and external.
 - Informing parents of programmes of support and progress made.
 - Liaising with outside agencies to enhance the provision made in Academy and to ensure that the Academy fulfils statutory requirements regarding the education of those with special educational needs, as outlined in the SEND Code of Practice.
 - Maintaining an up-to-date knowledge and understanding of legal matters relating to all forms of disability, and expert practice in the field of SEND.
 - Developing a whole-Academy approach for targeted teacher training in SEND.
 - Monitoring the effectiveness of systems and strategies relating to the progress of students with special educational needs.
 - Ensuring that the budget demands of providing support are understood by the Academy.
 - Producing, updating and publishing the SEND Information Report.
- 6.7 The work of the SENDCO will be directly overseen by the Principal. Although the SENDCO has direct responsibility for implementation, monitoring and review of the SEND strategy, all staff specifically the class teachers have responsibility for ensuring that each individual student makes progress, achieves their personal targets and for evidencing progress according to the outcomes described in the students' Plans.
- 6.8 Plans for students with EHCPs, in consultation with teachers, will be reviewed by the SENDCO with the parents and child termly.
- 6.9 The SENDCO will decide the level of provision to be provided. This will be based on the Academy's contribution to the Local Offer. The Academy's Offer and a link to the Local Offer can both be found on the Academy's website and is updated and reviewed regularly.

6.10 If the Academy is unable to fully meet the needs of a student and has exhausted its provisions, the SENDCO will consult the appropriate local Authority and engage additional support and/or specialist services. Throughout this process parents/families/children and young people will be involved.

6.11 The SENDCO will be responsible for managing and evidencing SEND budgets including students' personal budgets. This will be evidenced and reported to the Principal and Business Manager and SEND Governor.

7 CRITERIA FOR EXITING THE SEN REGISTER

7.1 If at SEN Support level a student makes sufficient progress in closing any gaps in learning then they shall remain at SEN Support for a further half term for close monitoring and should the progress continue they will be removed from the SEN Register and will be monitored by their teachers in accordance with the whole-Academy Teaching and Learning Policy. Throughout this process parents/families/children and young people will be involved.

8 SUPPORTING STUDENTS AND FAMILIES

8.1 The active role played by parents of students with special educational needs is seen as crucial to the development of Global Academy students. Parents are encouraged to come into the Academy to discuss special educational needs provision and the progress of their child. They are encouraged to participate in home/Academy programmes of support designed for their child. In the case of EHCP students, their parents' views are recorded on their child's Plan and within the EHC reviews.

8.2 When necessary the Academy will guide parents towards the Student's Local Authority Local Offer (Regulation 53, Part 4).

8.3 The Academy has a statutory requirement to provide a SEND Information Report under Regulation 51, Part 3, section 69(3)(a) of the Act. This will be displayed on the Academy's website.

8.4 Global Academy uses the expertise of other professionals to provide further support to students, to advise staff and to increase the expertise of teaching staff. These may include speech and language therapists, occupational therapists, educational psychologists, medical professionals, social care, youth and inclusion-support projects.

8.5 Representatives from external agencies, such as Child and Adolescent Mental Health Services (CAMHS), educational psychologists, medical professionals, and counsellors will be asked to attend review meetings alongside Academy educational staff. The core purpose of review meetings is to ensure that appropriate interventions are identified and that these facilitate student progress. Review meetings result in an action plan for the student that involves significant intervention from internal and external specialists. Referrals to these review meetings are made by the SENDCO and throughout this process parents/families/children and young people will be involved.

8.6 We work with the wider community as much as possible to secure partnerships and resources that will benefit our students. We draw on the expertise of colleagues in other

environments, such as special schools, to draw on additional sources of advice and support.

- 8.7 All students attending Global Academy are subject to the same admission arrangements. Further information on admission arrangements can be found in the Academy's Admissions Policy. Applications from parents of children who have special educational needs but no Statement/EHCP are considered on the basis of the Academy's published admission criteria. Students with either a Statement or EHCP follow the admissions process set out by the SEN Team at the Student's Local Authority.
- 8.8 Some students with SEND may be eligible for special arrangements for examinations. All examination boards are required to state what arrangements may be requested for those students with a SEN. In order for a student to be granted special arrangements there has to be:
- evidence that this is the way in which a student normally works and undertakes tests;
 - an assessment carried out by either the Academy's Specialist Assessor (Jayne Voice) and/or an Educational Psychologist recommending special arrangements based on the nature of the learning difficulties.

Special arrangements may take the form of:

- Extra time;
 - Scribe;
 - Use of a computer (excludes the use of the spellchecker);
 - A reader;
 - Early opening of examination papers;
 - Use of apparatus.
- 8.9 The SENDCO is responsible for maintaining a thorough understanding of the current edition of the JCQ publication Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved and ensuring that entitlement for special arrangements are carried out and passed to the Examinations Officer prior to the examination boards' deadlines.
- 8.10 The SENDCO has links with other secondary schools and liaises with those to discuss transition of students and to secure additional resources for students. We shall share information with post-16 and post-18 providers to secure successful progression for all of our students, especially those with SEND, to their next phase of education, employment and training.

9 SUPPORTING STUDENTS AT ACADEMY WITH MEDICAL CONDITIONS

- 9.1 The Academy recognises our students with medical conditions should be properly supported so that they have full access to education, including Academy 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. Further information is within the Global Academy's Managing Medicines and Medical Conditions Policy and Supporting Students with Medical Conditions Policy.

- 9.2 Some students may also have SEN and may have a Statement, or EHCP, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- 9.3 The Academy will ensure that all students are able to access the building, resources and the curriculum.
- 9.4 In addition to interventions already listed, students benefit from the provision of adapted learning materials in lessons, or from specialist programmes implemented outside lessons, such as literacy intervention. Students with visual difficulties are provided with enlarged-print materials, where possible, and audio facilities.

10 MONITORING AND EVALUATION OF SEND

- 10.1 Governors have the responsibility for the strategic overview and the implementation of the SEND Policy. The operational management and organisation of SEND at Global is the responsibility of the Principal and SENDCO in conjunction with the support of other colleagues.
- 10.2 The success of the education provided to students with special educational needs is evaluated regularly through reviews of plans, through a formal evaluation of support plans, through assessment of how well students have achieved core outcomes and through on-going self-evaluation at whole-Academy level.
- 10.3 This evaluation involves all personnel involved in a support partnership and success is measured using evidence of student outcomes. Students and parents are involved in assessing progress made during review meetings and at parents' meetings.
- 10.3 All staff identify differences and design bespoke interventions, using the targets identified through the students Plans. Staff are responsible for monitoring a specific group of students and, guided by the SEN team, deliver specific programmes, maintain accurate records and liaise with key personnel and stakeholders. The SEN team, led by the SENDCO, has responsibility for maintaining the Academy's SEN profile and provision map, overseeing SEN records, developing and evaluating targeted interventions and harnessing external resources. All teachers and support staff are required to develop skills and knowledge within the field of special needs.

11 TRAINING AND RESOURCES

- 11.1 Funding is allocated to students dependent on their level of need. Students with a Statement/EHCP, related to learning, social, emotional or mental health difficulties, receive support as identified within their Statement/EHCP using internal resources and those provided by external agencies. Students with SEN, and without a formal Statement/EHCP, are described as receiving support at the level of SEN Support.
- 11.2 Funding is allocated from the Academy's notional budget for SEN students at SEN Support level of need. Personal budget funding is provided to those students in receipt of a Statement/EHCP.
- 11.3 Currently the Academy does not have any specialist SEN provision.

- 11.4 Training and advice is offered to all staff at Global Academy in a number of ways; whole-Academy training may be organised, informal training results from the liaison between support and mainstream teachers, regular discussion of special educational issues takes place within meetings and information is disseminated to staff about available external courses.
- 11.5 The SENDCO develops a whole-Academy approach to addressing SEN through training, teacher observations and the provision of on-going professional development opportunities for all staff. Training supports staff in their responsibility to set appropriate learning challenges, respond to the diversity of need within the classroom, and overcome barriers to learning and assessment.
- 11.6 Training for new staff is provided as part of their induction and members of the SEN team including the SENDCO attend training in specific areas of SEN and to maintain up-to-date expertise on SEN practice.
- 11.7 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- 11.8 All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the Academy's SEND provision and practice and to discuss the needs of individual students.
- 11.9 The Academy's SENDCO regularly attends the Hillingdon Borough and Mellor Educational Trust SENDCO network meetings as well as attending other training, in order to keep up to date with local and national updates in SEND.

12 ACCESSIBILITY

- 12.1 The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all Academy's and LAs to plan to increase over time the accessibility of Academy's for disabled students and to implement their plans. As a result the Academy has lifts in the building to allow easy access for those who have limited mobility.
- 12.2 It is the policy at Global Academy to provide support to students where possible within a mixed-ability classroom, in order to increase access to a balanced and broadly-based curriculum and to promote inclusion. Students who have very specific needs related to literacy, numeracy or learning skills will receive targeted provision. Students with emotional or mental health needs will benefit from mentoring and where appropriate counselling.
- 12.3 It is the responsibility of staff providing in-class support to work with the partner-teacher to produce differentiated classroom materials, in order to increase a student's access to the curriculum. Support staff liaise with subject teachers to plan relevant materials. An objective of this planning is to fully include the targeted student in classroom activities. All staff are involved in monitoring progress and reporting on that progress.
- 12.4 Support staff will also be assigned specific projects to help departments develop strategies to enhance teaching and learning at Global Academy.

12.5 Students are invited to participate in co-curricular activities to develop skills that will enable them to meet their Core Outcomes.

12.6 Students with special educational needs are encouraged to engage in all the activities, including co-curricular ones, at the Academy equally alongside students who do not have special educational needs.

12.7 Students will have full access to the environment, resources, staff and activities and Global Academy carefully monitors all areas of Academy life to identify and address any barriers to inclusion for individuals or groups.

12.8 The SENDCO has regular drop-in sessions where parents/carers can arrange a meeting to discuss their child and any specific concerns. In order to arrange meetings with other members of staff parents/carers are encouraged to initially contact by 'phone to book a convenient appointment time.

13 PREVENTING BULLYING

13.1 Global Academy has a zero-tolerance policy to any form of bullying.

13.2 Global Academy provides all students with education surrounding Diversity and Inclusion through our Global Cultural Learning (g:CL) programme to prevent discrimination or bullying in any form.

13.3 The Academy's Preventing Bullying Policy can be found on the Academy website. This sets out the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners.

14 DEALING WITH COMPLAINTS

14.1 Parents are encouraged to inform the SENDCO, by telephone or email, of any concerns they have about provision made at Global Academy.

14.2 Parents of students with an EHCP are invited to annual review meetings. They may also discuss concerns more informally at meetings organised with their child's teachers. Parents also have an opportunity to speak directly with teachers at regular parents' meetings. We have an 'open-door' policy and parents or carers can approach the Academy whenever they have a concern; time will be made to hear the concern through scheduled meetings and other agreed opportunities scheduled meetings.

14.2 Concerns and complaints about SEND provision should be addressed to the SENDCO in the first instance, a member of the Senior Leadership Team or to the SEN Governor, who will respond by meeting or contacting the parent. If this does not resolve the situation then the complaint will pass to the first level of the general complaints procedure.

14.3 It is the policy of the Academy to respond within one week to parental concerns and provide parents with written evidence of any decisions made regarding special educational provision for their child.

15 REVIEW

15.1 This policy will be reviewed annually by the SENDCO, teachers, SLT, support staff and SEN Governor. It will then be shared with the Governing Body for formal approval.