



# Long Field Academy

## Special Educational Needs/Disability Policy

2020/21

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
QSTLS	
Date of next review	Autumn Term 2022

## Key staff involved in the Special Education Needs Disability Policy

<b>Role</b>	<b>Name(s)</b>
Principal	<b>Christopher Haggett</b>
SENDCo	<b>Sajit Raithatha</b>
Operational SENDCo	<b>Lisa Atterbury</b>
Assessor	<b>Sharon Maloney</b>
Exams officer	<b>Julie Warrington</b>
Leadership Team	<b>Kate Braime/Lisa Floate/Sharon Maloney/Sajit Raithatha</b>

## **Introductory statement**

This SEND Policy details how Long Field Academy will do its best to ensure that the necessary provision is made for any student who has special educational needs and/or a disability (SEND) and those needs are made known to all who are likely to work with them.

Long Field Academy will ensure that teachers in the Academy are able to identify and provide for those students who have SEND, to allow students with SEND to join in the activities of the Academy together with students who do not have SEND, so far as is reasonably practical and compatible with the student receiving the provision and the efficient education of the students with whom they are educated.

The staff and governors of Long Field Academy will endeavour to ensure that all students with an SEND reach their full potential, are fully included within the Academy community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole Academy approaches towards the learning, progress and achievement of Students with an SEND. All teachers are teachers of students with an SEND. Teaching and supporting such students is therefore a whole Academy responsibility.

Meeting the needs of students with an SEND requires partnership working between all those involved - LA, Academy, parents/carers, students, children's services and all other agencies.

Long Field Academy is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom Long Field is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

### **1. Fundamental principles**

Long Field aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for students with an SEND whom they teach
- Students with an SEND will have their needs met
- The views of the students are sought and taken into account
- Partnership with parents/carers plays a key role in supporting their child's education and enabling them to achieve their potential. Our Academy will endeavour to support parents/carers through the process of transition and adjustment
- Students with an SEND are offered full access to a broad, balanced and relevant education curriculum including careers education
- Students with an SEND have full access to all Academy activities so far as it is reasonably practical and relates to the student's needs
- We work in partnership with external agencies to meet the needs of the student
- There is a smooth transition at each transition stage for the student

Long Field Academy will:

- Ensure that the nominal funding provided for SEND is used to deliver the necessary provision for any student who has SEND
- Inform the student's parents/carers that special educational provision is being made for them because they have SEND
- Ensure that parents/carers have knowledge about the SEND provision that the Academy makes, is able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEND
- Ensure that teachers in the Academy are aware of the importance of identifying, and providing for, those students who have SEND
- Ensure that a student with SEND joins in the activities of the Academy together with students who do not have SEND
- Have a written SEND policy containing the information as set out in the Education (Special Educational Needs) Regulations 1999 (reproduced in the SEN Code of Practice), and report to parents/carers on it in the Academy prospectus, including the name of the person responsible for co-ordinating SEN provision

## **1.2 Definition of Special Educational Needs and Disability (SEND):**

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability\*, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the curriculum

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents\*\* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

\* See 'definition of disability' at end of this policy

\*\* Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions and adaptations to access learning

### **1.3 Curriculum Support [Provision] is achieved by:**

- a. Identifying and assessing individual student's needs
- b. Reporting of students' needs to all members of school staff
- c. Providing an appropriate curriculum, taking into account:
  - National Curriculum and examination syllabuses
  - Continuity and progression
  - Departmental development plans
- d. Delivering an appropriate curriculum, taking into account;
  - Suitable teaching materials and reasonable adjustments
  - Effective, differentiated teaching strategies
  - A supportive learning environment
  - Encouraging a positive self-image
- e. Providing learning support through;
  - Curriculum development
  - Support teaching
  - Bespoke training
  - INSET & research
- f. Using outside agencies where necessary and appropriate
- g. Monitoring individual progress and making revisions where necessary
- h. Ensuring that parents / carers understand the process and involving them in the support of their child's learning
- i. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process
- j. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.

k. Teaching Assistants and teachers collaborate effectively.

## **2. Structural Arrangements**

### **2.1 SENDCo:**

Sajit Raithatha (National Award for SEN Coordination)

#### **Operational SENDCo:**

Lisa Atterbury

### **2.2 Roles and Responsibilities:**

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions

#### *Governing Body:*

- In partnership with the Principal, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the school development plan, which includes provision for SEND
- Monitoring the policy through the school's self-review procedures
- All governors are informed of the school's provision, including funding, equipment and staffing
- Reporting annually to parents on the school's policy through the website

#### *The Principal:*

- Setting objectives and priorities in the school development plan, which includes SEND
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body

#### *SEND Coordinator in partnership with the Operational SENDCo*

- Disseminating information and raising awareness of SEND issues throughout the school
- Is responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy
- Managing and developing the roles of Teaching Assistants alongside Curriculum Directors, through training and Performance Management
- Screening and identifying students
- Co-ordinating provision for students
- Supporting the teaching and learning of students with SEND
- Keeping accurate records of all students with SEND
- Drawing up, reviewing and monitoring Pupil Passports for those with SEND and others, as required

- Monitoring departmental delivery of the SEND Policy
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and finance team responsibility for the allocation of funding devolved directly from the LA
- Liaising with parents and carers of students with SEND
- Liaising with and advising fellow teachers and support staff
- Liaising with schools including feeder primaries and specialist settings
- Liaising with other SENDCos, both locally and nationally
- Liaising with outside agencies
- Contributing to in-service training and external training (as appropriate)
- Being involved in preparing the SEND report
- The writing of EHC Plans according to the Academy's SEND policy

***Subject Leaders:***

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work
- Ensuring appropriate teaching resources for students with SEND are available
- Raising awareness, of Academy responsibilities towards SEND
- Collaboratively working with TAs in their departments and overseeing their performance management

***Other Staff:***

**“All teachers are teachers of special needs”**

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the academy about the student's progress, alongside national data and expectations of progress.

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring Pupil Passports are considered in lessons
- Monitoring progress of students with SEND against agreed targets and objectives
- Be fully aware of the school's procedures for SEND
- Raising individual concerns to SENDCo

***Teaching Assistants***

- Support students with SEND and the wider school population
- Plan and deliver individualised programmes with teaching staff where appropriate
- Prepare Pupil Passports
- Monitor progress against targets using Pupil Passports
- Assist with drawing up individual plans for students and supporting information sheet development, as required
- Contribute to the review progress, either in person or with a written report
- Work with small groups in or out of the classroom, under the direction of the class teacher
- Support students on educational visits, as required
- Jointly plan with teachers, where appropriate

#### **Other**

- Communicate SEND issues to and from the Academy
- Raise awareness of SEND issues at faculty meetings
- Attend meetings as required.

### **2.3 Admission Arrangements**

Admission arrangements are outlined in the academy prospectus

### **2.4 Inclusion**

At Long Field Academy, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the Academy organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEND are integrated and included fully into the life of the Academy as a whole, including its social and cultural activities.

The Academy believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice
- the family and community should work together

### **2.5 Complaints Procedures**

Initially, all complaints from parents or carers about their child's provision is made to the SENDCo, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, they should contact the Principal or the Academy's complaints procedure



## **2.6 Monitoring and Evaluation of this Policy**

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings
- Recorded views by teachers on students' competence, confidence and social acceptability
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results
- Evidence of planning and targeted expenditure for SEN
- The SENDCo reviewing procedures in consultation with subject leaders, and outside agencies
- Feedback from depts, outside agencies
- Number of complaints received

In association with the Principal, the department produces an annual report which is included in the Governor's annual report to parents and carers

## **2.7 Access Arrangements**

Where a student has Access Arrangements approved (as per Academy Access Arrangements Policy) parents will be informed of these arrangements

## **3. Identification, Assessment and Provision**

Students who have SEND will fall into at least one of four identified areas of need, many students will have inter-related needs. The areas of need as identified in the SEND Code of Practice (2015) are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical

### **3.1 Identification**

The school uses the graduated response as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEND area

#### **New Intake Students in Year 7.**

##### **a) Primary Liaison**

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or

has an EHC plan referred to the SENDCo. Contact is then made with the primary school

The LA notifies school about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENDCo attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer

#### b) Initial Screening

- KS2 tests
- Reading, spelling, writing tests

#### Screening in Other Year Groups

Other screening tests are administered when required by the Specialist Teaching Service (STS).

#### Individual Diagnostic Assessments

Individual diagnostic assessments are used for students who are placed on the Summary Sheet List. A battery of tests is available via the STS. This information is made available to members of staff via the SEND area.

#### Staff Observation

- Members of staff consult with the SENDCo if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENDCo may then ask for additional diagnostic assessment to be undertaken for other professionals.

#### Referrals by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals
- All parental referrals are acted upon

### 3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at the Academy learn and progress through these differentiated arrangements

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff

## **Graduated Response**

Wave 1 – Quality First teaching by all teaching staff.

Wave 2 - Is initiated where students have failed to make adequate progress as identified by the SENDCO through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions
- Appropriate teaching groups / sets
- Group support on a regular basis
- KS3 Numeracy, Literacy booster classes, where appropriate
- Additional staff training

### b) Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

The Pupil Passport is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the Local Authority

### c) Statutory Assessment / Statements

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the Local

Authority undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENDCo is responsible, on a daily basis, for providing support and mentoring. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

### **3.3 Pupil Passports and Reviews**

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Pupil Passport and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEND have a Pupil Passport, progress of all students is closely monitored.

Contents of the Pupil Passprt include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs

The Pupil Passport is communicated to all staff who support the student's learning, and to the parents or carers and the student.

Pupil Passports are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet

- Outlining the steps they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets

### **3.4 Continuous monitoring of individual progress**

Monitoring of individual progress is completed rigorously by the Academy and individual review

### **3.5 Provision of an appropriate curriculum**

Through their departmental development plans, the Improvement Plan and in conjunction with SEN statements, provision for students with SEND is regularly reviewed and revised

It is the responsibility of individual department at the Academy to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Learning Support Department

### 3.6 **Provision of Curriculum Support**

The Learning Support Dept can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / department
- Selection / design and preparation of suitable materials
- Selection / design of teaching strategies

b) Support teaching:

This is achieved by working collaboratively with a subject teacher and is assisted by:

- Planning appropriate programmes of work
- Preparation of relevant and differentiated materials
- Team and individual teaching
- Helping to facilitate a wide range of teaching and learning styles
- Evaluating and reviewing what has been achieved

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with the Long Field inclusive ethos

d) In-service Training

The SENDCo provides INSET for NQTs and other new staff at the school on Code of Practice procedures at Long Field Academy

Individual departments can ask for INSET from the SENDCo as required, for specific purposes or generic training

Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions

Staff are encouraged to use on-line resources such as SEND Gateway to research teaching strategies

### 3.7 **Allocation of Resources**

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry
- Funding for specific students to meet their assessed needs

- Delegated and designated budgets
- Also, in some part, the Pupil Premium

Capitation:

The SENDCo is allocated a departmental capitation each financial year.

Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs

#### **4. Partnership**

##### **4.1 In school**

The SENDCo liaises closely with individual SLT and Curriculum Directors. Information and concerns are always discussed with the appropriate member of staff

Academy systems and procedures provide the mechanism through which SEND issues are discussed and disseminated, eg through the TAs in each subject area

##### **4.2 Parents**

LFA actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures and AEN coffee mornings
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers
- Effective communication is achieved through regular contact with home either through letters, telephone calls or emails
- New parents can attend the Open Evening in the winter term prior to transfer

##### **4.3 Students**

LFA acknowledges the student's role as a partner in his / her own education

Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets

Student views are recorded as part of the Review process and their views are valued and listened to

##### **4.4 External Support**

The Academy aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Long Field Academy include (this is not an exhaustive list):

The Educational Psychologist

The Child and Mental Health Service (CAMHS)

The School Nurse

Speech and Language Service

Specialist Teaching Service

Occupational Therapy

Physiotherapy

SENDIASS

The Behaviour and Attendance Partnerships

#### 4.5 Between Schools

The SENDCo liaises with other SENDCos:

- From local secondary schools to discuss local and national SEND issues
- At LA run 'SENDCo-network' meetings
- On the transfer of a student with SEND
- Through the national DfE hosted 'SENDCo-forum' mailing system
- Trust network meetings

#### 4.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENDCo deals with specific enquiries

Additional induction days are arranged as required for all students with SEND and vulnerability factors

The records of students who leave at the end of Year 11 are kept and stored in school

Documentation relevant to the last Review is forwarded to Post 16 placements

### 5. **Definition of Disability**

Discrete SEN, Both SEN & Disability, Disability

Mild dyslexia

Emotional Behavioural Difficulties –social factors

Mild Dyspraxia  
Minor speech impairment  
Mild learning difficulties  
Long-term motor impairment  
Learning difficulties  
Hearing impairment / deaf  
Visual impairment / blind  
Incontinence  
Significant dyslexia  
Epilepsy  
Non-verbal ADHD  
Autism (other factors – medical / mental health)  
Asthma  
Diabetes  
Cancer recovery  
Mental health issues  
Disfigurement  
Eating disorders  
Lack of limbs  
Sickle cell anaemia  
Gross obesity  
Very short stature



## **6. The Equality Act 2010 definition of disability**

## The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>.

The clear starting point in the statutory guidance is that disability means '**limitations going beyond the normal differences in ability which may exist among people**'.

'**Substantial**' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'**Long term**' means the impairment has existed for at least 12 months, or is likely to do so.

'**Normal day to day activities**' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (**Study and education related activities are included in the meaning of 'day to day activities.'**)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

**Factors that might reasonably be expected to have a substantial adverse effect include:**

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, or learning difficulty or a visual impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

**Factors that might reasonably be expected not to have a substantial adverse effect include:**

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.