

This policy has been approved and adopted by the Board of Governors.

Headteacher

Signed

Date

Chair of Governors

Signed

Date

Review

This Policy will be reviewed annually and the main findings will be reported to parents in the school profile and to the full Board of Governors.

Review Date

This policy has been written with regard to the *Special educational needs and disability code of practice: 0 to 25 years (July 2014)* which gives statutory guidance on the discharge of functions under Part 3 of the *Children and Families Act 2014* to maintained schools, pupil referral units, academies and free schools, non-maintained special schools and colleges.

1. Definitions:

1.1 The Definition of Special Educational Needs (SEN)

The 2014 *Code of Practice* says that 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'. A learning difficulty or disability is a condition which results in 'a significantly greater difficulty in learning than the majority of others of the same age' or 'which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.' Special educational provision is defined as 'educational or training provision that is additional to or different from that made generally for other children or young people of the same age.' – Introduction xiii-xv.

Last updated: 11 November 2014.

1.2 Disability and Special Educational Needs

Many children and young people who have SEN may have a disability under the *Equality Act 2010* – that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

1.3 The Equality Act 2010 sets out the legal obligations that schools have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must 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.
- Public bodies, including academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

2. Inclusion:

- 2.1 Stratford School Academy provides a high-quality education to all the young people living in our community. All pupils, including those identified as having special educational needs and/ or disability, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. All students are also entitled to be fully included in all aspects of school life, so far as is compatible with:
- the pupil receiving the special educational provision which his/her learning difficulty calls for
 - the pupil's own dignity and self-respect
 - the provision of efficient education for the pupils with whom s/he will be educated
 - efficient use of school resources

3. Aims of the policy:

- 3.1 To ensure the Children and Families Act and the Equality Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- 3.2 To ensure that children and young people and their families are placed at the heart of, and are appropriately involved in, decision-making for special educational needs and disability (SEND).
- 3.3 To ensure that provision for SEND is focused on pupil outcomes so that every pupil is able to achieve his or her potential; has an appropriate progression route beyond school and develops the independence to live a productive and rewarding adult life.
- 3.4 To narrow the attainment gap between pupils with SEND and pupils without SEND.
- 3.5 To ensure that pupils with SEND are perceived positively by all members of the school community.

4. This will be achieved by:

- 4.1 Providing a graduated response to SEND, as recommended in the Code of Practice 2002 and 2014.
- 4.2 Ensuring that all pupils have access to a broad, balanced and relevant curriculum.
- 4.3 Ensuring that the necessary staff are equipped and ready to play their part in providing this curriculum.
- 4.4 Enabling pupils to develop strategies for independent learning.

- 4.5 Working in partnership with parents and pupils.
- 4.6 Making the best use of outside agencies.
- 4.7 Ensuring that services and procedures are fit for purpose and regularly evaluated.

5. Identifying SEN:

- 5.1 The 2014 Code of Practice divides special educational needs into four broad **areas of need**:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory impairment and/ or physical needs

These replace the categories of mild, moderate, specific, severe and complex and profound learning needs identified in the 2002 Code of Practice. The intention is to focus on the needs of the individual rather than fitting pupils into a category.
- 5.2 There are a number of areas which do not constitute SEND (and which should not be confused with it) but which may impact on progress and attainment:
 - Disability – the “reasonable adjustment” duty outlined in the Code of Practice does not constitute SEN on its own.
 - Behavioural difficulties – the 2014 Code of Practice characterises behavioural concerns as an underlying response to another need
 - Attendance and Punctuality
 - Health and Welfare
 - EAL
 - Being in receipt of the Pupil Premium Grant
 - Being a Looked After Child
 - Being a child of a Serviceman/woman
- 5.3 Early identification, assessment and provision for any child who may have SEND is crucial. Most pupils at Stratford School Academy who have SEND will have been identified at primary school and will already have received significant provision before they join us. Information regarding pupils with SEND is collected from the local authority, from primary school visits and from interviews with parents and pupils prior to transfer in Year 7.

- 5.4 Heads of House notify the SENCO of any pupils with SEN entering mid-phase so that an integration plan can be formalised and appropriate assessments made. Within two weeks of notification, the SENCO will begin the process of developing an appropriate SEND Learning Plan for all pupils on SEN Support, with a Statement of Special Educational Needs or an Education, Health and Care Plan.
- 5.5 All mid-phase entrants with EAL are assessed by the EAL Service who will then advise the SENCO of any pupil considered to have SEND. The SENCO will then arrange further baseline assessments and distribute information to staff.

6. A Graduated approach to SEN Support:

- 6.1 The fundamental responsibility for a pupil's academic progress lies with the class teacher. They are accountable for all pupils in their teaching groups, even those who receive support from teaching assistants or specialist staff.
- 6.2 **Quality First** Teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Stratford School Academy, we deliver Quality First principles through **Direct Instruction**, as described in the *Teacher Handbook*.
- 6.3 Every pupil's progress is formally reviewed three times a year when subject teachers file performance data on their classes. Heads of Department analyse the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.
- 6.4 When a subject teacher has exhausted the opportunities of Direct Instruction, but a pupil is still not making progress, the pupil is referred to the Learning Support Department for assessment for possible SEN.
- 6.5 The *Stratford School Academy SEN Procedure Document*, which should be read in conjunction with this policy, gives details of how the Learning Support Department assesses for SEN, both in-house and in partnership with the local authority. It also contains details of current buy-in services.
- 6.6 When a pupil is identified as needing **additional and different** provision, beyond that provided by Direct Instruction they are placed on the SEN Register. The 2014 Code of Practice replaces the categories of School Action and School Action Plus with a single category, **SEN Support**.
- 6.7 Pupils on SEN Support will be supported using the **assess-plan-do-review** model. Details of how this model operates at Stratford School Academy can be found in the *SEN Procedure Document*.
- 6.8 Most children will have their special educational needs met by their school through SEN Support but that will not be possible all the time. If a child's needs cannot be met through SEN Support the school, in consultation with external services and the parents, may make a

request for a statutory assessment. Whilst a request for a statutory assessment is in process, the pupil will continue to receive support through SEN Support.

- 6.9 Following the statutory assessment, the local authority may decide to make and implement an Education, Health and Care (EHC) Plan setting out the child's needs in detail and the educational, health and social care provision to be made for them. The EHC Plan must be reviewed at least annually.

7. Criteria for exiting SEN Support:

- 7.1 A review meeting will consider that a pupil no longer needs SEN Support if he or she meets one or more of the following criteria:
- Has recovered from a physical impairment, for example by having a successful operation.
 - Is making age-appropriate levels of progress
 - Is performing at age-appropriate levels
 - Has developed literacy or numeracy skills that make it possible to access the curriculum with Quality First teaching.
 - Has developed coping strategies for social, emotional or mental health difficulties that can now be managed using the Appropriate Behaviour Guidelines.
 - Is able to communicate and/ or interact clearly without a differentiated provision or continued input from an external specialist
- 7.2 These exit criteria will be reviewed annually, in line with the review procedures for the Policy as a whole.
- 7.3 When a pupil exits SEN Support, he/ she will be placed on an SEN watch list and the Learning Support Department will continue to review his/ her performance data for twelve months to ensure that progress is maintained.

8. Supporting pupils and families:

- 8.1 Families can access additional information about provision for special educational needs at Stratford School Academy through the school website:
- The Newham Local Offer – a link to the Newham Council website and information about how they support pupils with SEND.
 - The SEN Information Report – FAQs about SEND provision at Stratford School Academy
 - Other agencies to support the family and pupil
 - Admissions arrangements
 - Supporting Pupils with Medical Conditions Policy (see section 10, below)
 - Anti-Bullying Policy
- 8.2 It is very important that schools working with children and young people with SEND start thinking about progression routes early. This encourages high (but realistic) aspirations and focuses everyone's attention on outcomes. Pupils with an EHC Plan or at SEN Support with

Exceptional Resource Funding will have transition reviews in Years 9 & 11. These will be attended by a specialist careers advisor who specialises in SEND. Arrangements will then be made to support the pupils with the next steps in their education beyond Stratford School Academy.

9. Arrangements for Examinations:

- 9.1 Details of access arrangements for public and pre-public examinations can be found in the *SEN Procedure Document*. This should be read in conjunction with the *JCQ Access Arrangements and Reasonable Adjustments 2014-2015* document.
- 9.2 The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

10. Supporting pupils at school with medical conditions:

- 10.1 The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including educational visits, sports days and PE lessons. Some pupils with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. Detailed information on how the school manages medical conditions of pupils can be found in the *Supporting Pupils with Medical Conditions Policy*.

11. Monitoring and Evaluation of SEND:

- 11.1 Successful monitoring and evaluation promote an active culture of continual review and improvement for all pupils
- 11.2 The SENCO will monitor and evaluate the effectiveness of SEN provision. In seeking to develop and improve, the school will take advice from the local authority.
- 11.3 With the renewed emphasis of the 2014 Code of Practice on the principles of Direct Instruction, the school will concentrate much of its monitoring efforts on how well departments are meeting the needs of all pupils, including those with SEND. This will be assessed using the school's existing monitoring procedures, notably Line Management Lesson Observations, Show and Tell and analyses of performance data.
- 11.4 The school will have regard to parent and pupil views, particularly relating to the strengths, weaknesses, interests and worries of their child.
- 11.5 The Link Governor for SEND will hold the SENCO to account through regular visits to the Learning Support Department.

12. Training and Resources:

12.1 Staff training needs are identified through Line Management Lesson Observations and in response to the needs of individual pupils. All staff are encouraged to undertake training and development, in keeping with the school's focus on Direct Instruction. The school's CPD Strategy identifies a range of development opportunities rather than just sending teachers out on courses. In particular, the Learning Support Teachers have dedicated time for meeting with subject staff to advise on how to best adapt their lessons to meet the needs of individual pupils.

12.2 The induction programme for new staff features training sessions on a range of SEND issues, including P Scales.

12.3 The school's SENCO regularly attends the Newham SENCO network meetings and conferences in order to keep up-to-date with local and national updates in SEND. She is also a member of Nasen.

13. Roles and Responsibilities:

13.1 The Code of Practice 2002 and 2014 stresses that "all teachers are teachers of pupils with special education needs" and that "teaching such pupils is therefore a whole school responsibility." Exact details can be found in the *SEN Procedure Document*.

14. Storing and managing information

14.1 Details of how current SEND records are stored can be found in the *SEN Procedure Document*.

14.2 SEND records are kept for 25 years after a pupil has left the school. If a pupil transfers to another secondary school, their SEND records (if any) are sent to the new school with proof of posting. If the new school is within Newham the SEND records are sent via the Newham Bag.

15. Reviewing this Policy:

15.1 A review of this policy will take place each year using the following criteria:

- Pupils with SEND are making measurable academic progress and show growing confidence in their abilities and independence.
- Provision is dynamic and able to meet ever-changing pupil need
- Targets set at review meetings and in SEND Learning Plans are designed to challenge pupils and support progress
- The SEN register is up-to-date and accessible
- Support staff are working to ensure programmes and strategies designed to support pupils are being followed