CHELSEA ACADEMY

Anchored in Christ

Special Educational Needs and Disabilities Policy

Approved by Governor Committee:
Student & Curriculum

Date to be reviewed:
June 2017

Responsibility of:
Vice Principal (Inclusion)

Date ratified by Governing Board:
14th July 2016

1. Introduction

Chelsea Academy is a Christian community and as such believes that all members of its community are of equal value and invaluable worth. The values and ethos of the Academy are central to our SEND (Special Educational Needs and Disabilities) policy.

The Academy recognises that provision for students with SEND is the responsibility of the whole Academy and that all teachers are teachers of students with special educational needs.

Our Policy is informed by the SEND Code of Practice 0-25 years: Statutory Guidance June 2014. The SEND Code states 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 child of compulsory school age or a young adult is considered to have special educational needs if he/she:

a. *has a significantly greater difficulty in learning than the majority of others of the same age,*
   or,
b. *has a disability 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 or mainstream post-16 institutions*

It is also important to note that although the following may impact on progress and attainment they are not considered a special educational need;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional Language)
- Being in receipt of student Premium Grant
- Being a Looked After Child

The SEND Code of Practice defines Special Educational Needs under four broad areas of need:

- communication and interaction
- cognition and Learning
- social, emotional and mental health
- sensory and/or physical needs

Chelsea Academy provision for students with SEND is informed by our understanding of these four areas.

The Academy defines its categories for SEND as per the SEND Code of Practice. Students defined as having SEND are either at the school-based category, **SEND Support,** or have an Education Health and Care Plan (**EHCP**).

This policy specifically addresses our objectives for special educational needs and disabilities (SEND).

2. Aims

'Every teacher is a teacher of SEND'

Chelsea Academy believes that the education of each student is of equal importance. All our students should be encouraged to develop their full potential. We recognise that this is best achieved through full access to a broad and balanced curriculum, including the National Curriculum, and in active partnership with parents/carers and students. It is the responsibility of all staff to respect and acknowledge the abilities and attainments of all students; to know which students have SEND and the nature of their needs and how best to meet them. The

Academy promotes the development of good practice, quality first teaching and differentiation. We aim to ensure that all students are appropriately challenged. We will do this by:

- Providing every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice
- Ensuring systems are in place for early identification of barriers to learning
- Actively looking to remove barriers to learning and participation and to aim to close the progress gap between different groups within the Academy
- Promoting high expectations with suitable targets for all students
- Enabling students to make progress so that they become confident individuals living fulfilling lives
- An education which enables students to make a successful transition into adulthood, whether into employment, further or higher education or training
- Promoting independence, equality and consideration for others
- Ensuring that we celebrate the wide range of our students' achievements
- Supporting all students to excel by offering multiple pathways (where possible) for progression
- Reviewing and monitoring students' progress and working with curriculum areas to support students with appropriate interventions
- Regularly reviewing the impact of interventions
- Creating a welcoming atmosphere for all parents while also seeking their views in the planning of any support offered.

3. Implementation

The responsibility for meeting the needs of SEND students lies with all staff, teaching and non-teaching, but the leadership of implementation lies with the Special Education Needs Co-ordinator (SENCO). Any alterations made to the SEND policy are discussed at Leadership Team meetings and approved by governors and shared with staff and parents on the Academy website.

4. Roles and responsibilities

The Principal retains overall responsibility for ensuring that day-to-day management of SEND provision happens in line with this policy, and that SEND provision and systems are kept confidential. The Principal is also responsible for keeping the Governing body fully informed on any SEND issues.

The Vice Principal (Inclusion) is responsible for the line management of the SEND department, including the strategic planning for provision for students with SEND and reporting to Governors on the progress of these students.

The governing board is responsible for supporting the Academy to evaluate and develop quality and impact of provision for students with SEND across the Academy and ensure that the Academy meets its statutory obligations to SEND students and their parents /carers. **There is a named SEND Governor.**

The SENCO Special Needs Co-ordinator) assisted by the SEND Team, has responsibility for the day-to-day operation of the policy.

The role of the SENCO

- The SENCO is responsible for the daily implementation of the SEND policy and the specific provisions made to support students with SEND including those with Education Health Care Plans.
- To line manage and coordinate the SEND Team, made up of HLTAs (Higher Level Teaching Assistants) and TAs (Teaching Assistants) to make sure all students receive a consistent, high quality response to their needs through in class support and high quality intervention programmes.
- To identify those children with special educational needs in the Academy
- Ensuring high quality teaching and intervention for all students with SEND
- Further developing the SEND provision within the Academy
- Ensuring the school keeps records of all students with SEND up to date
- Monitoring and tracking the progress of all students on the SEND register
- Review and audit interventions for all SEND students

- Working with the Principal and the Governing Board to ensure the school's responsibilities are met under the Equality Act [2010] with reference to reasonable adjustments and access arrangements for exams
- Working with the Principal and Governing Board to advise on the deployment of the school's delegated budget, other resources, and the 'graduated approach' to providing support to ensure the needs of students are met
- Working closely with, and key point of contact for, parents, other educational establishments, educational psychologists, health and social care professionals and independent and voluntary bodies
- Awareness of the Local Offer and provision within it, able to work with other professionals to provide a supportive role to families to ensure students with SEND receive appropriate support
- Involved with transitions both into the Academy from primary feeder schools and also transitions to other schools and colleges for students who have identified SEND. The SENCO should ensure that both the parents and the student are informed of options to plan a smooth transition
- Providing professional guidance to colleagues in terms of teaching, lead INSET to all staff when required and advise on strategies to help support identified students within the classroom
- Where looked-after children have SEND, the SENCO will liaise with the designated teacher

<u>The role of the SEND Team (HLTAs and Teaching Assistants) are:</u>

- Keeping the SENCO up to date with all relevant information and day to day learning for those SEND students whom they support
- Liaising, as appropriate, with all the other people who may be involved with the student's learning, e.g. Speech and Language Therapists, Educational Psychologists and other specialists
- Providing specialist support for teachers and other staff in the school so they can help students with SEND in the Academy achieve the best possible progress
- Ensuring teachers and pastoral staff are aware of the needs of individual students and know how to meet these needs
- Advising teachers and pastoral staff on intervention strategies to support students with SEND within class and around Academy
- Providing high quality interventions to SEND students as directed by the SENCO and ensuring they are monitoring and tracking these interventions to ensure progress is being made
- Keeping up to date on all SEND issues through training and INSET

<u>The role of the Learning Coach is:</u>

- To be aware of the students in their group who have special educational needs
- To liaise with the SEND Team in relation to students in their group with special educational needs.
- To refer any possible unidentified SEN concerns to the SENCO

<u>The role of the Faculty/Curriculum Leader is:</u>

- To ensure the staff in their faculty are aware of students who have been identified as having special educational needs
- To ensure quality first teaching and make appropriate use of differentiation in order to support the achievement of students with special educational needs
- To liaise with the SENCO and SEND Team in order to develop strategies to help students learn as effectively as possible
- To ensure information about students with special educational needs is passed on to all members of the faculty, particularly when students have a change of curriculum teacher during the Academy year

<u>The role of the class teacher is:</u>

- To have a knowledge of the students who have been identified as having special educational needs and refer to the information provided through Mint Class
- To deliver quality first teaching and use differentiation, appropriate grouping and seating within the classroom and *other Wave 1 interventions and* strategies, in order to maximise the achievement of all students including those with special educational needs
- To monitor the progress of individual students in order to identify areas where a student is not progressing even when the teaching style has been differentiated
- To contribute to the reviews of students with special educational needs by providing information of student progress for their subject

- To inform the SENCO if they consider a student has special educational needs not already identified

The role of the Head of Year is:

- To have knowledge of students in their year group who have been identified as having special educational needs
- To ensure learning coaches in their year group are aware of the students with special educational needs
- To liaise with the SENCO to ensure all students in their year group with special educational needs have been identified and that appropriate strategies have been put in place for them
- To inform the SENCO of students who have ongoing behavioural issues so that relevant outside agencies can be accessed
- To inform the SENCO of students who are seriously underperforming so that additional *strategies* can be put in place for them or further investigation required

5. Identification and Management of students with SEND

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND at Chelsea Academy. This is what is known as Quality First Teaching (QFT). With high quality and differentiated teaching we will meet the needs of most of our students. ALL of our teachers are responsible for monitoring the progress of all students, and identifying, planning and delivering any additional support required by students with SEND. Teachers will know the needs of their students and will work with and take advice from the SEND Team to support students effectively. Teachers are also responsible for communicating with parents and Carers as appropriate at Parents Evenings and Learning Coach Consultation Day providing informed feedback on the progress of students with SEND.

For those students who need a more specialised approach, we draw on a range of appropriate strategies and interventions. We will listen to the views of the student and value working in partnership with parents and carers when making decisions about SEND and meeting the additional needs of individuals. Where high quality teaching and skilled differentiation do not have the required impact on the progress of all students including those with known SEND, the class teacher, working with the Learning Coach/Head of Year and SENCO, will assess whether the child has a learning difficulty requiring further support/ intervention. A meeting will be set up involving student, parent, Learning Coach/Head of Year and SENCO which will generally lead to further assessment. (It is also possible that further professional advice would be sought at this stage, as appropriate.)

SEN Support
At this stage, we take the graduated approach of 'Assess, Plan, Do, Review', as guided by the SEND Code:

- **Assess:** the need is assessed, understood and communicated as appropriate
- **Plan:** an evidence-based intervention plan is agreed, including timeframes, expected outcomes, stretching and relevant academic and developmental targets
- **Do:** the plan is implemented
- **Review:** the impact of the plan is monitored and evaluated in line with the agreed timeframe. Reviews may include meeting with parents and relevant professionals

It is at this point that the student will be placed on the SEN Register. The intervention agreed upon will be closely monitored by the SENCO, and will be reviewed at the end of the time frame. The student will remain on the SEN register while interventions are being carried and or progress is less than expected and concerns still exist. If it is clear that there is a learning difficulty which will require long term intervention both in terms of in-class support and on-going withdrawal then the student will remain on the register. If, following appropriate intervention and strategies, progress is evident then the student will drop to a category of QFT (quality in class support and teaching) and come off the Register. The class teacher will then continue to monitor progress in line with the Academy's monitoring and evaluation systems.

In addition to the support provided above, students at the SEND Support stage may also have access to some of the following, according to their individually identified needs:

- student Passport: a document in which student and staff collaborate to agree targets and learning strategies.

- Targeted Teaching Assistant (TA)
- Speech and Language Therapist (SALT) support
- Tri-Borough outreach support, advice and intervention
- Intervention groups e.g. Literacy, numeracy, units of sound
- Referral to CAMHS
- Further specialised differentiated support, according to the needs of the student
- Teachers will include the recommendations of each student's intervention plan in their teaching. High quality teaching and skilled differentiation continues

Education Health and Care Plans (EHCPs)
If a student does not make expected progress, even with all the additional SEN Support, then the Academy will work with the student and parent to request a statutory assessment from the Local Authority. This will also require other external professionals' involvement in terms of assessment eg. Educational Psychologist, Speech and language Therapist amongst others.

If an EHCP is given by the Local Authority, it will define the student's needs and the specialist help and provision required to meet those needs. The Academy will then ensure that the educational recommendations of EHCP are implemented as we do now. This could include;

- TA in class, suited to the needs of the student
- Specialist equipment or resources to enable full access to learning and Academy life
- Speech and Language Therapist intervention sessions
- Teacher led intervention sessions
- 1:1 outreach support from the Tri-Borough SEND team including specialists in visual and hearing impairment, ASD, SLCN, occupational therapy, physiotherapy.

All students with an EHCP will be placed on the SEND register

6. Training for staff
Chelsea Academy teachers are trained throughout the year to support students with SEND through the following, according to staff and student needs:

- Advice and support from the SEND team regarding individual students
- SEN handbook which includes strategies and student profiles for all students
- Collaboration in designing personalised intervention plans which detail the student's needs, recommend strategies and identify targets
- INSET for all staff regarding students with EHCPs or Statements, run by the SENCO
- INSET for all staff on skilled differentiation, run by the SEND and Teaching & Learning teams
- INSET for all new and trainee staff on SEND, run by the SEND team
- Specialist INSET sessions by relevant professionals or agencies working with students on our roll with SEND

7. Monitoring
Students' progress is continually monitored by subject teachers. Those on SEND Support and EHCPs are also tracked and monitored closely by the SEND team every term. If any of the students are highlighted as concern the SEND team will communicate this with Curriculum Leaders and class teachers. Recommendations may be made for further intervention.

- Progress is reviewed formally every term and a teacher-assessed level given for that subject
- A Learning Coach Consultation Day and one Parents' Consultation Evening for each student are held every year.
- Students on SEND Support and those with a statement for SEND or an EHCP also have an individual education plan/student passport which is reviewed three times yearly, with parental involvement. This could be with the SEND team or the Learning Coach, depending on the student's' needs and intervention.
- Students who have EHCP will also have an Annual Review of their needs once a year. This could involve outside agencies, Local Authority Representatives, appropriate therapists and careers support.

8. Support for Parents/Carers

- The SENCO is available to discuss any concern regarding students' SEN or any of the intervention programmes that they may be accessing
- Specialists such as Speech therapist, dyslexia specialist, employed by the Academy are available to give feedback if your child is attending or being assessed by them
- The SENCO and SEND team also offer guidance as appropriate to parents about strategies or activities which can be done at home to support students' learning
- Parents may also have an opportunity to meet with other professionals involved in supporting their child
- All information from external professionals will be discussed with parents as appropriate, either in person or in a written report, according to the nature of the feedback
- Individual education plans (IEPs) and student Passports will be reviewed with parents at least three times a year
- Those students with Statements for SEND/EHC Plans will be reviewed annually
- Transitions – Chelsea Academy has a specific programme for students moving from Yr6 to Yr7 and also for students' transition between the Key Stages, 3-4 and 4 – 5. (Please see our SEND report on our Website for specific details)
- For those students who also have a medical condition along with special educational needs the school will follow the SEND Code of Practice (2014) in order to make sure that those needs are met. Please see the Academy's policy on managing students with medical conditions

9. Accessibility

All of the building is accessible to children with physical disability. There is a lift to each floor from the main reception area. Please see our Accessibility Policy on our website. The teaching resources and equipment used in school are accessible to all children regardless of their needs. Any specialist equipment, hearing aids, visual aids, adapted furniture, will usually be made available through the various agencies such as Hearing and Visually impaired teams at the LA. All after-school and extracurricular provision is accessible to the students including those with disabilities.

10. Access Arrangements

'Access Arrangements' are reasonable adjustments made to the conditions under which a disabled candidate sits exams. The Equality Act (2010) defines a disability as "a physical or mental impairment which causes substantial, long-term adverse effect on normal day to day activities". At Key Stage 3, Access Arrangements are not regularly granted to Chelsea Academy students in order that baseline performance can be accurately assessed. In this way, the most effective intervention can be implemented. In exceptional individual circumstances access arrangements may be considered. For external exams, any applications will be made in line with the current Joint Council of Qualifications Guidelines. For more detail please contact our SENCO.

11. Medical Conditions and SEND

The Academy recognises that students at the Academy 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. Some may also have special educational needs and may have a Statement/ EHCP which brings together health and social care needs, as well as their special educational provision. For further information, please see our Medical Conditions Policy

12. Complaints

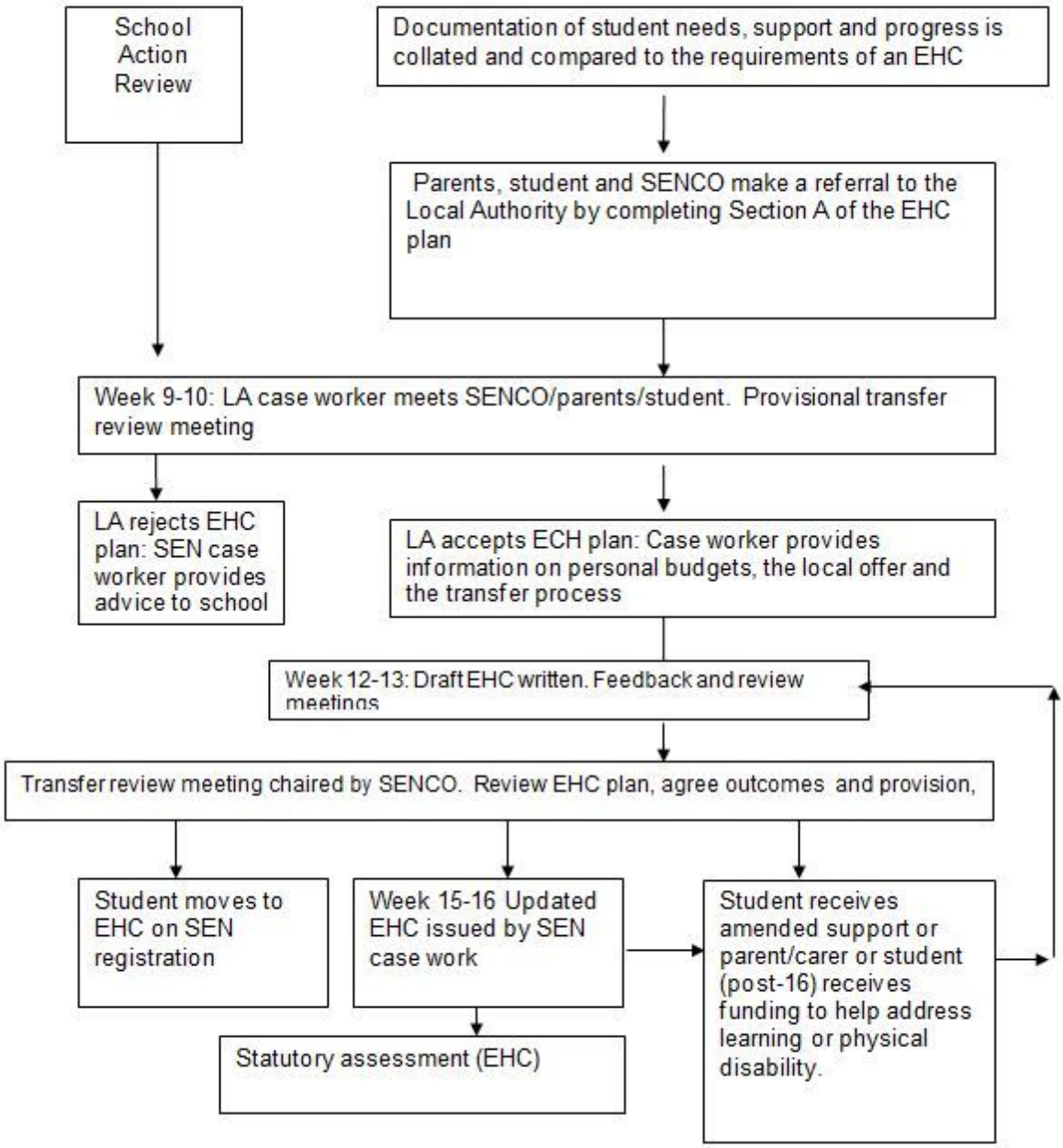
Parents/carers or others who have concerns about our provision for SEND should contact the Learning Coach or SENCO in the first instance. Please refer to the Complaints Policy on the website

13. Compliance

This policy was written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- Statutory Guidance on Supporting students at School with Medical Conditions April 2014
- Safeguarding Policy
- Accessibility Plan

- Teachers Standards 2012

Appendix A

School Based Stages: Assessment for and Education, Health and Care Plan – A 16 week process