Special Educational Needs and Disabilities Policy

Key Personnel	
Principal	Guy Rimmer
Designated Senior Person	Laurence Cole
Chair of Governors	Jo Dawson
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1. Introduction

1.1. Ark St Alban's Academy recognises the definition of special educational needs (SEN) that is found in the Special educational needs and disability code of practice, the statutory guidance published in January 2015

1.2. Within the code of practice (COP), it 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. And, in addition a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- 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

1.3. Children's SEN are generally thought of in the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical need

Broad areas of need	Overview (extracts taken from Special educational needs and disability code of practice, January 2015)
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition and Learning	Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties and a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This can include dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health	Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical need	Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

2. Access and Admissions

2.1. For pupils with special educational needs but who do not have a statement or an EHC plan, the academy will consider their application for placement via the means of the general admissions criteria detailed in the academy admissions policy

2.2. However, where a pupil has a statement for SEN or an EHC plan, the academy will seek offer them a place via the local authority SEN consultation process unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the pupil, and/or

- the attendance of the pupil would be incompatible with the efficient education of others, or the efficient use of resources, and

- there are no reasonable steps that could be taken to prevent that incompatibility

2.3. When considering the suitability and compatibility of the placement of a pupil with an EHCP, the academy will study the consultation documents provided as well as gathering further information directly through conversations with the school the child currently attends and with the parents of the child

2.4. Having reviewed the consultation documents and gathered the information above relating to a pupil with an EHCP, if the academy believes that the placement would not be suitable then the consultation is returned stating that the school does not believe it has the capacity to meet the needs of the child.

2.5. After responding to the local authority, the academy will contact parents directly and provide a summary of what was included in the formal consultation response.

2.6. The academy takes significant steps to ensure the fair and effective admission and education of pupils with disabilities:

Information Type	Description
Arrangements for the admission of disabled pupils	For parents considering naming Ark St Alban's Academy as the preferred school for their child, the academy will host timey visits in order to support parents in making an informed choice and to support the academy itself in making an informed plan for meeting the needs of the pupil if and when their placement at the academy is confirmed
Steps taken to prevent disabled children being treated less favourably than others	With the support of the pupil and/or parents of the child, the academy would take steps through staff training, briefings, assemblies and workshops to make sure that staff and pupils were appropriately aware of the needs of the incoming pupil. In addition, an awareness of the needs of any pupil with a disability would be factored into the planning and risk assessing of all academy activities, (including lessons, social times, clubs, trips and events) to ensure the opportunity for full participation. The participation of all pupils with SEN and/or disabilities in clubs and trips is also monitored and evaluated routinely. The provision of access arrangements around formal assessments, including the use of scribes, word processors and modified papers is also designed to ensure disabled children are treated less fairly.
Facilities provided to assist the access of disabled children	▪ Step-free access to the building ▪ The building has a lift to all floors ensuring full accessibility for all staff and pupils ▪ Wheel-chair accessible meeting room and facilities within easy reach of the reception area for visitors ▪ Accessible facilities available on all floors In addition, Personal Emergency Evacuation Plans (PEEPs) are implemented for all pupils with either short-term, long-term or permanent disabilities.

3. Identification

On entry to the school, pupils with an EHCP will automatically be added to the SEN/D register. For pupils coded as School Support (K), a careful review of their school file will take place and they will be added to the SEN/D register if one or more of the following is present:

▪ Evidence of a specific diagnosis
▪ Evidence of prolonged SEND intervention (for instance, a number of IEP documents)
▪ Evidence of professional reports recommending SEND intervention
▪ Evidence of slow or no progress and/or evidence of working well below the expected level of attainment

Where one or more of the above is not present, colleagues will endeavour to work with parents and previous schools to inform a decision around the level of support required to meet any identified needs.

For all other pupils, addition to the SEND register occurs as a result of one or both of the below:

▪ Two or more terms of low or no progress in multiple academic subjects or in reading age
▪ A referral from a teaching member of staff to sendco@arkstalbans.org which is backed up by evidence
▪ On receipt of professional recommendation as per the table below:

Broad area of need	Universal Assessment	Screening/Initial Investigation	Professional Recommendation	Diagnosis
Communication and Interaction	Termly HOD referral (no or slow progress for two terms) Termly HOY referral (no or slow progress for two terms) Teacher referral through sendco@arkstalbans.org Termly/Annual NGRT reading data Transition writing task	CASD Checklist for Autism Spectrum Disorders	SaLT led assessments CAT led assessments EP led assessments PSS led assessments	Medical diagnosis led by GP, CDC or another relevant specialist
Cognition and Learning		NGRT Dyslexia Screener		
Social, Emotional and Mental Health		PASS Questionnaire Strengths and Difficulties Questionnaire		
Sensory or Physical Need		DASH handwriting assessment		

4. SEND Register

- **What is the SEND register?**

    - An Excel document saved in the central SEND area which is accessible to all staff
    - A simple excel file with the following 8 columns: name, gender, year group, code E/K, main area(s) of need, EHCP due date (if applicable), notes, key worker
    - The Excel is also downloadable from the MIS, as its information matches that which is saved to each child's MIS profile.

- **How do colleagues engage with the SEND register?**

    - The Excel file is sent to the Pastoral Care Co-ordinator (PCC) on four occasions throughout the year: the final Friday in September (ahead of October census) and then the penultimate Fridays of each long term
    - The PCC uses the excel to update the management information system (MIS) so that when teachers review class lists, SEND pupils are accurately identified

- **What does it mean to be on the SEND register?**

    - Every child on the SEND register has a One-Page Profile (OPP).
    - This One-Page Profile (OPP) is informed by the academy's Common Approaches to Inclusion
    - The One-Page Profile (OPP) also includes personalised targets which are drawn down from class teachers' Evaluations of Teaching And Learning (ETALs).
    - OPPs are created either by the SENDCO, or by the key worker (normally a TA) for that pupil.

- **How can pupils be removed from the SEND register?**

  - Pupils on roll with an EHCP and/or a medical diagnosis (inc physical disability) which effects their learning/education should never be removed from the SEND register
  - Pupils with two terms of good progress
  - Pupils who have been removed from the school roll

5. SEND Provision (Interventions)

How to we support SEND pupils in making progress?

Universal	Targeted	Specialist
Quality First Teaching and pastoral care, including the Common Approaches to Inclusion School-wide behaviour and reward systems Appropriate pupil grouping and seating Character Curriculum Place 2 Talk	One Page Profiles Social Communications Groups Literacy and Numeracy Intervention Teach Handwriting & Touch Typing Social Stories Change Brief Therapy Place 2Be (school-based counselling)	Direct, recurring activities with SaLT or EP CAMHS or Forward Thinking Birmingham Direct or recurring activities with local VI or HI teams

6. Termly Evaluation

On a termly basis, the SENDCO presents a review of pupils with an EHCP (E), and selected pupils who are coded as requiring school support (K).

This review includes collating the ETALs produced by class teachers of the pupils in question and identifying common trends between teacher comments.

These comments and identified trends then inform the annual review process for pupils with an EHCP.