

SPECIAL EDUCATIONAL NEEDS POLICY

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Owner	SENCo
Approver	Academy Council

Welcome

At Airedale Academy our aim is to provide the provision needed to enable every student to be engaged in the broad and balanced curriculum and take a full part in all aspects of school life. We have a team of dedicated staff who look forward to working with students to help them on their journey towards further education or training.

1. Background

1.1 Legislative framework

Airedale Academy SEND policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- Working Together to Safeguard Children (2013)
- Children and Families Act (2014)
- SEND code of practice (2014)
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- Equality Act (2010)
- Reasonable adjustments for disabled students (2012)
- Supporting students at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

2. Introductory statement

This SEND policy details how Airedale Academy will ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. Airedale Academy will use its best endeavours to ensure that staff in the school are able to identify and provide for those students who have special educational needs; to allow students with special educational needs to participate fully in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

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

Meeting the needs of SEND students requires partnership working between all those involved – the Local Authority, school, parents/carers, students, children’s services and all other agencies.

Airedale Academy is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom Airedale Academy is the most appropriate educational setting, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

2.1 Fundamental principles

Airedale Academy aims to ensure that:

- Staff are aware of the importance of early identification and of providing for SEND students whom they teach.
- SEND students 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. The Academy will endeavour to support parents/carers through the process of transition and adjustment.
- SEND students are offered full access to a broad, balanced and relevant education, including an appropriate vocational curriculum.
- SEND students have full access to all school 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, student centred transition at each transition stage for the student.
- SEND students are successfully prepared for adulthood, including independent living and employment.

In accordance with The Special Educational Code of Practice 2014, Airedale Academy will:

- 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 through the local offer.
- Ensure that staff 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 school together with students who do not have SEND.
- Have a written SEND policy containing the information as set out in the SEN Code of Practice, including the name of the person(s) responsible for coordinating SEN provision.

3. Definition of SEND

Students have special educational needs if they have a significantly greater difficulty in learning than the majority of others of the same age which calls for special education provision to be made for them e.g. which is in addition to or different from subjects differentiated curriculum plans.

Airedale Academy regards students as having a SEND if they have difficulties in any of the following areas:

- **Communication & Interaction (including speech & language difficulties and students with Autism).**
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. Children and young people with Autism Spectrum Disorder, including Asperger's Syndrome and Autism, will likely have particular difficulties with social interaction.
- **Cognition & Learning (including specific learning difficulties such as Dyslexia).**
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 as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Social, emotional and mental health difficulties Children and young people may experience a wide range of social and emotional difficulties.

- **Social, Emotional & Mental Health difficulties (including disorders such as ADHD).**

Children and young people 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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory/Physical needs (including students with a visual or hearing impairment).**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. 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.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Airedale Academy will have regard to the SEND Code of Practice when carrying out its duties towards all SEND students and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

4. Identification, Assessment and Provision

4.1 Graduated response

Airedale Academy will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to advise on the difficulties that a student is experiencing. When a young person is identified as requiring SEN support the Academy will provide specific interventions to give the student a greater level of support. Such interventions are a means of ensuring Airedale Academy and parents match special educational provision to individual student needs.

4.2 Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom on a subject basis.

4.3 SEN Support

A student is on SEN support when they are identified as needing provision additional to or different from that provided as part of normal class activities. The triggers for intervention will often be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or children's services may already be involved with the young person. Where these professionals are not already working with Airedale Academy, the SENDCO

and will contact them having discussed the situation with the parents/carers. The SEND department will further assess the young person and support for the individual will be discussed and action taken. A one page profile will be written to initiate the 'plan-do-review' cycle.

As the result of a review meeting the decision may be taken by the SEND team, in consultation with the parents/carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on setting appropriate outcomes and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide support for particular activities.

The triggers for placing a student on a SEND support plan could be that despite receiving support from subject staff the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at levels substantially below that expected of young people of a similar age;
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

In exceptional cases a child may move straight to SEND support plan. A My Support Plan would only normally be started if there was evidence to show that the student would benefit from an Education and Health Care Plan.

4.4 Statutory Assessment of SEND

In a very few cases, if a young person continues to demonstrate significant cause for concern despite the support plan, parents, school and support agencies may request the Local Authority to assess for an Education and Health Care Plan (EHCP) and following this a request may be made to the LA for Statutory Assessment.

This will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the LA may provide some additional resources. Where a request for a statutory assessment is made to the LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the detailing:

- the school's action through the support plan
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- Levels of attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- involvement of other professionals for example involvement by the social services or education welfare service.

All of the above will be detailed in the student's 'My Support Plan'.

4.4.1 Identification (Assess and Plan)

SEND students may be identified through the teachers' observations and assessment, standardised assessments (Baseline, SATs, etc), progress checklists, target setting, parental/carers concerns or the students own observations or by external agencies. Areas of need are identified and prioritised and become the basis of the student's one page profile.

4.4.2 One Page Profiles (Do)

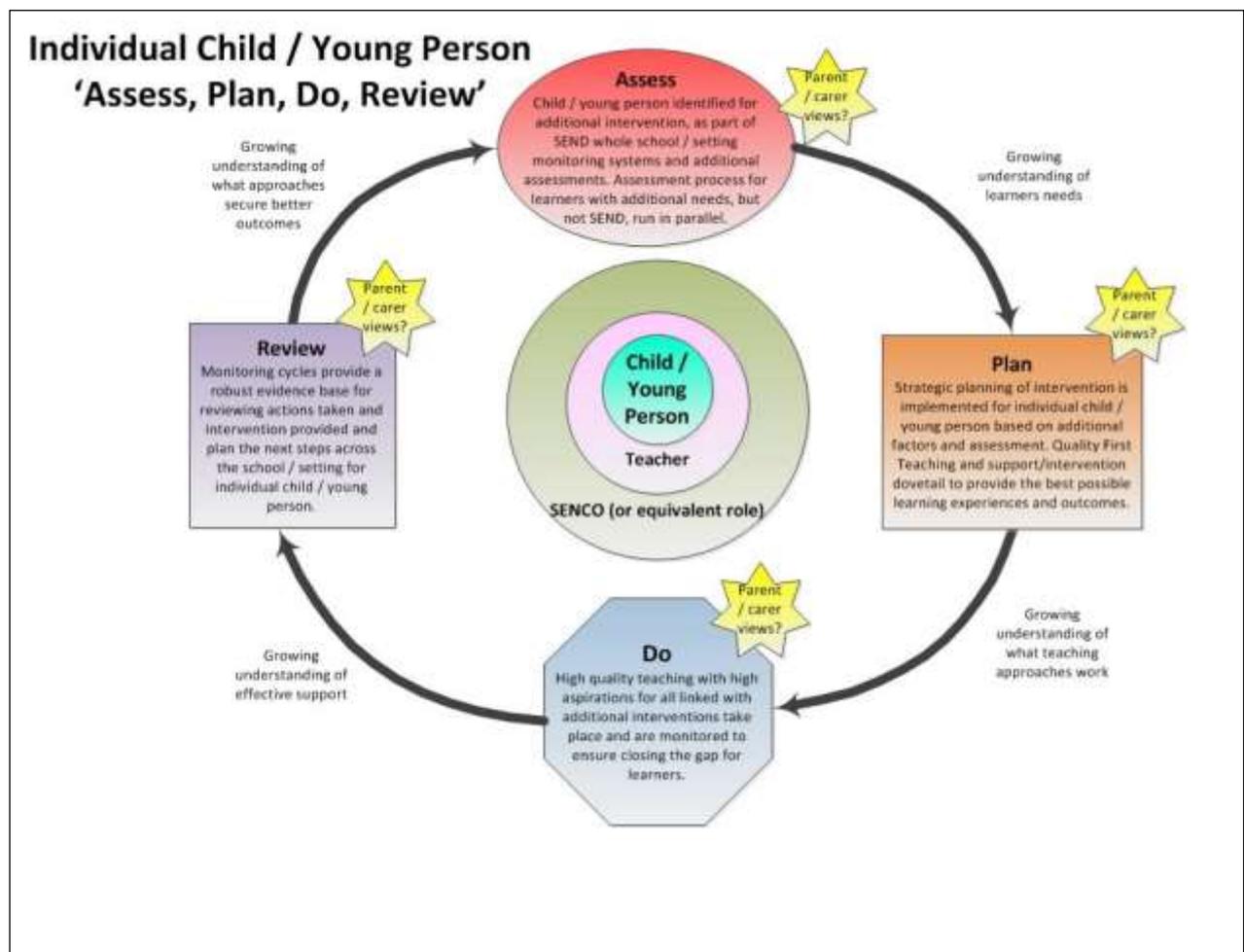
One page profiles include between 1 and 4 (and no more) short realistic and measurable outcomes related to the area of concern, suggested strategies to be used by teacher, support staff, parents and student and the date the provision starts. The profile should include information about:

- the short-term outcomes set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- progress against outcomes (to be recorded when profile is reviewed).

4.4.3 Review Process (Review)

Profiles are reviewed at least twice a year, with input from the student, parent/carer, teachers, learning support staff and outside agencies. Students with an EHCP have set outcomes which have been established after consultation with the parents/carers and the individual student and include outcomes identified in the EHCP. These outcomes will be set out in the support plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the form and subject tutors. All EHCPs will be reviewed annually with the person centred review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving their outcomes and whether any amendments need to be made to the EHCP. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of outcomes
- Sharing their interests and aspirations
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.



5. Exit Criteria

When a student has made sufficient progress in their area of need and that they no longer require any provision that is different from or additional to which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with all parties the student will be removed from schools SEND register.

6. Student Voice

Students with EHCPs are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own outcomes and strategies. Their views form the basis of the Annual Review.

7. The Role of the Academy Council

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at Airedale Academy is the responsibility of the Principal and SENDCO in conjunction with the support of colleagues in the SEND Department. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor, will ensure that they are up to date and knowledgeable about the Academy's SEND provision.

8. The Role of the SENDCO

- In collaboration with the Principal and Academy Council, determine the strategic development of the SEND policy and provision at Airedale Academy with the ultimate aim of raising the achievement of students with SEND.
- Manage the SEND team of HLTAs and learning support assistants.
- Collaborate with SENDCOs in partner/pyramid schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaise with and advise colleagues on all matters relating to SEND.
- Contribute to the continuing development and training of school staff.
- Oversee the multi-agency review meetings and maintenance of EHCPs and records for all SEND students, taking the role of Lead Professional if requested.

9. Evaluating the success of the SEND policy

The following procedures provide evaluative points for assessing the effectiveness of Airedale Academy's SEND policy:

- SEND Departmental/line manager meetings and minutes
- Student assessments for review meetings
- Student and parent views relating to the review of EHCP/support plan outcomes
- Evaluation of one page profiles
- Value added assessment data collated from the external examination procedure
- Internal teacher assessment collated as part of the whole school data collection procedure
- Attendance of pyramid SENDCO meetings
- Parent voice via Academy's website and parent feedback questionnaires
- Feedback from OFSTED inspections