



# CITY OF DERBY ACADEMY

## **SEN and Disability Policy**

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## 1. Policy Aims

In making provision for children and young people with SEND this policy and the Information Report aim to:

- Ensure that all stakeholders, including academy staff, pupils and parents have a clear understanding of the academy approach to SEND support and provision.
- Ensure the duties set out in the SEND Code of Practice (2015) and the Equality act (2010) are fully met, enabling those with SEND full access to the normal activities of the academy and the those within the Local Offer.
- Develop a culture of high aspiration supported by high quality provision to meet individual needs.
- Promote early identification of need and appropriate intervention.
- Focus on outcomes that ensure successful preparation for adulthood.
- Involve children and young people and their parents in the decision making processes.
- Ensure that staff training aligns with the specific expertise and knowledge needed within the academy to support the children and young adults with SEND.
- Facilitate collaboration between education, health and social services.

The City of Derby Academy Mission Statement sets out our commitment to high expectations and aspirations to improve outcomes for all pupils ensuring successful transition to adulthood;

- i) Believing all our pupils can achieve high levels of success
- ii) Identifying and pursuing opportunities where we can add the most value to young people's lives
- iii) Creating a culture and framework where our children and employees can learn and develop and thrive.

## **2. Policy overview and purpose**

The purpose of the policy is to outline how the Academy identifies and meets the needs of all pupils with Special Educational Needs and/or Disabilities (SEND)

The policy outlines the principle aims of the City of derby academy in addressing the needs of all pupils identified with SEND

## **3. Definitions**

Special Educational Needs Definition

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational needs to be made for him or her.

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 children of a similar age or
- Has a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions.

Disability Definition

A physical or mental impairment which has a substantial and long term adverse effect on a persons ability out carry out normal day to day activities.

This definition includes sensory impairments. Progressive conditions, children with HIV, cancer or multiple sclerosis are protected by the Equality Act from the point of diagnosis. The extension of the Disability definition to include issues of mental health and facial disfigurements highlights the importance of recognizing the 'impairment' can only be viewed within the context of its impact.

SEN Code of Practice January 2015

## **4. Responsibilities**

The Board of QEGSMAT has the overall responsibility of ensuring the Trust has systems to effectively discharge its statutory responsibilities in relation to SEND, as outlined in the SEND and Disability Code of Practice January 2015.

The Headteacher and SENCO will take all reasonable steps, within the limitations of resources available, to fulfill the requirements outlined in this policy document.

The Headteacher will monitor the Academy SEND policy and practices, working with the relevant staff, including the SENCO who must be a qualified teacher.

The Headteacher has the responsibility for reporting to the Trust Board that the SEND policy and practice are being appropriately applied within the academy.

The academy SENCO will be responsible for:

- The day to day operation of this policy.
- Co-ordinating the provision for children with SEND by working closely with all staff.
- Liaising with parents and professionals.
- Providing guidance to all staff to secure high quality teaching.
- Supporting teachers to monitor the standards the pupils achieve.
- Reviewing targets for improvement.
- Collaborating with Heads of Department to ensure that learning for all children is a priority.
- Ensuring that records are maintained including the contributions and assessments from specialist external services working with pupils with SEND.
- Contributing to the continuing professional development of all staff.
- Using available resources to maximum effect.
- Ensuring that the academy website includes the SEND Information report that is linked to the Derby City Local Offer and includes the Academy Accessibility Plan.

## **5. Information Report**

The academy publishes, reviews and updates regularly the SEND Information report on the website. The Information report provides the details of how SEND needs are assessed, provided for and reviewed in consultation with parents, carers and other agencies. Published information includes;

- The kinds of SEND provided for at the academy
- The processes for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO.
- Arrangements for consulting parents of children with SEND and involving them with their education.
- Arrangements for consulting young people and children with SEND and involving them with their education.
- Arrangements for assessing and reviewing the progress and outcomes of children and young people with SEND.
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.
- The approaches to teaching children and young people with SEND.
- How the learning environment and curriculum are adapted.
- The available additional support for learning.
- The training and staff expertise of staff to support children and young people with SEND.
- The available equipment, resources and facilities to meet the needs of children and young people with SEND.
- Evaluating the effectiveness of the provision for children and young people with SEND.
- The inclusiveness of all academy activities.
- Support for emotional, mental health and social development including pastoral support and measures to prevent peer on peer abuse.
- The involvement of health, social care, the local authority support services and voluntary sector organisations in meeting the needs of children and young people with SEND and their families.
- Arrangements for making complaints by parents, children and young people with SEND.

## **6. Equality Duty**

The SEN and Disability Code of Practice (2015) includes the requirements of the Equality Act (2010) to place a duty to promote equality on all public bodies including academies.

The academy has due regard to:

- Eliminate direct or indirect discrimination.
- Eliminate harassment or victimisation related to a disability.
- Make reasonable adjustments, including the provision of auxillary aids and services, to ensure that children and young people with SEND are not at a substantial disadvantage compared with their peers.
- Promote equality of opportunity between with children and young people with a d disability and those without a disability.
- Promote good relationships between children and young people with and without a disability.
- To take account of a child's or young person's disability even if this may involve treating them more favorably than those without a disability.

These duties combine to ensure access to education and the inclusion of disabled pupils in every area of academy life. The disability discrimination duties provide protection from discrimination, the planning duties provide for improvements in access and the SEND framework provides duties for auxillary aids and services.

Provision and planning for improved access, including reasonable adjustments for children and young people with SEND is published in the Academy's Accessibility Plan included on the academy website in for the SEND Information Report.

## **7. Supporting Learning and the Curriculum**

The SENCO is responsible for co-ordinating the provision for children and young people with SEND.

The Headteacher, Senior Leadership Team and SENCO support all colleagues to ensure that the academy:

- Provides quality first teaching in all classes, setting suitable learning challenges and giving every pupil the opportunity to experience success in learning and achieve as high standard as possible.

- Promotes an ethos of high aspirations for all children regardless of ability where every teacher is accountable for the progress of all children in their classes.
- Allows differentiation according to individual needs, teaching strategies used wherever possible reflect the needs of children with SEND.
- Responds to diverse learning needs taking into account the different backgrounds, experiences, interests and strengths of children and young people.
- Offers children and young people equality of opportunity and access to the academy's curriculum and enrichment opportunities.
- Encourage staff and pupils to respond positively to diversity and to use positive images of people with disabilities in resources and displays.
- Has inclusive careers and employability provision to raise aspirations, broaden horizons, to develop confidence and employability skills.
- Provides access to high quality, independent and impartial careers advice to all pupils.
- Communicates well with parents and carers of pupils with SEND
- Staff receive regular updates regarding the changing needs of pupil's with SEND

## **8. Inclusion**

The City of Derby Academy takes inclusion seriously; the vision of the academy for inclusion is:

The academy welcomes children and young people from their local area to attend. The academy strives to meet the needs of all of its pupils, taking into account their backgrounds and abilities. The academy strives to ensure that the pupils have a sense of belonging and are valued allowing them to fully participate and contribute to all aspects of academy life.

Inclusion at its simplest is about being included. The academy ensures equal access and opportunities to all and will endeavor to remove any barriers to enable all pupils to succeed and achieve their potential.

In some cases it may be appropriate to withdraw a pupil from mainstream activities, for example when:

- The child will benefit from intensive individual work
- Medical advice indicates that it is unsafe for the pupil to participate in a given activity

If this is necessary the general principle that all children will be able to participate in a broad and balanced curriculum will not be compromised and the academy will act in accordance with the Equality Act (2010)

Where a disability but no SEN is identified, the SENCO will keep an accurate record of the nature of the disability and the additional support needed for the pupil.

Prior to a child or young person joining the academy, the SENCO will liaise with the previous school and other professionals to assess their needs. Once the child or young person has joined the academy the *Progress Manager*, will be aware of the pupil's SEND, attainment and supported by the SENCO will liaise with parents regarding concerns and reporting progress in accordance with the SEND Code of Practice (2015)

## **9. Processes for Identification, Provision and Review of SEND**

To ensure that parents, pupils and teaching staff are clear about how they will meet the pupil's needs to reach expected outcomes the academy implements the Assess>Plan >Do >Review graduated response as outlined in the SEND Code of practice (2015). Where it is decided that a pupil does have SEND the information is included in the academy records and parents are informed.

Where a pupil continues not to make expected progress, despite appropriate interventions having been put in place the academy will consider requesting specialist support from external agencies and/or make a referral to the local authority for an Education, Health and Care needs assessment.

It is the responsibility of the local authority to take decisions relating to the assessment and content of an Education Health and Care Plan (EHCP). The academy will contribute to this process in accordance with the SEND Code of Practice (2015) and statutory framework. Information of this process can be found in the Local Offer on the Derby City website.

## **10. Identification of Disability**

The academy liaises with parents and health professionals to collect and act upon disability information for every pupil, including reporting all disability data to the Department for Education (DfE). This information is accessible to academy staff on a 'need to know basis'

The existence of an impairment which meets the legal definition of 'disability' set out in the Equality Act (2010)

The academy should consider whether a pupil has difficulty with any of the following activities;

- Mobility; getting to and from the academy, movement around the academy and participating in off site visits

- Manual dexterity; holding a pen, pencil or book, using tools in design technology, playing a musical instrument, throwing and catching a ball
- physical co-ordination; washing, dressing and taking part in physical education.
- lifting, carrying or otherwise move everyday objects: carrying a full school bag or other heavy objects.
- Contenance: going to the toilet or controlling the need to go to the toilet
- Speech: communicating with others or understanding what others are saying. How they express themselves orally or in writing
- Hearing
- Vision
- Perception of risk of physical danger; inability to recognise danger

## **11. Medical Needs**

We recognise that some pupils at the academy with medical conditions need support to access the curriculum including physical education and off site visits. Pupils with medical conditions may have special educational needs and a disability. For pupils with medical needs this policy is applied in conjunction with the Supporting Pupils with Medical Needs Policy and the Equality for Pupils Policy .

## **12. Accessibility**

The academy website publishes a copy of the Accessibility Plan which shows how we currently provide reasonable adjustments and intend to improve accessibility for pupils with a disability in the following areas;

- Improving the physical environment
- Making improvements in the provision of written information
- Improving access to the curriculum

In addition the local authority will make suitable arrangements for transport to and from the academy for eligible children with a disability.

### **13. Pupil /Parent Voice**

As part of the academy Quality Assurance and in addition to the on-going dialogue with children and parents about individual provision for pupil's with SEND termly meetings will be convened with the SENCO, parents and pupils with SEND. The SENCO attends all parents' evenings.

### **14. Admissions**

The academy aims to meet the needs of children whose parents wish to register them at the academy if there is a place available and the admissions criteria are fulfilled. No child will be refused admission solely on the grounds that they have SEND. If a child or young person has an Education Health and Care Plan and it is proposed that the academy is named in the EHCP, the academy may make representations to the local authority that a placement at the academy is incompatible with the efficient education of others, or the efficient use of resources and no reasonable steps may be made to secure compatibility.

### **15. Transitions**

Smooth transitions between year 6 and 7, year 9 and 10 and year 11 onwards is important for all pupils. For pupils with SEND this process may be more disruptive. Advanced planning for these transitional points is essential.

Review meetings with the SENCO will take account of any such transitions and provision will be planned to meet a pupil's needs.

When a pupil with SEND reaches year 9 and year 11 we will work with them and their parents to plan for what they want to achieve in their teenage years to enable them to live as independently as possible as they move into their adult life.

For young people with SEND in year 11 the SENCO, connexions advisor and Head of Year will liaise with the college, sixth form, training provider or work place to ensure continuity of support and understanding of needs.

### **16. School Transfers**

When a pupil with SEND is transferring to another school the SENCO will liaise with parents, other agencies and the receiving school SENCO. All relevant information will be sent to the receiving school within fifteen days of the pupil enrolling at their new school.

For pupils with SEND joining the academy the SENCO will attend meetings at the current education setting to gather information such as assessments from external agencies, copies of EHCPs and medical needs etc., plan provision with parents and arrange any necessary transition activities. The SENCO may assess the pupil to supplement transfer information. The SENCO will ensure

that all necessary information is recorded and shared with parents and academy staff.

## **17. Other Agencies**

When necessary and following a discussion with parents the SENCO will engage with specialist external agencies to work with individual pupils. The SENCO will liaise with those specialist external agencies to seek support and guidance to meet an individual's needs.

The following are examples of the specialist external agencies with whom the SENCO regularly liaises with;

- School Health
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officer (EWO)
- Specialist Teachers and Education Psychology Services (STEPS)
- Community Paediatricians
- Clinical Psychology
- Connexions advisors
- Appropriate voluntary organisations
- Occupational therapy
- Physiotherapy
- Social Care
- Derby City Inclusion Officer
- Speech and Language Therapists (SALT)
- Derby City Transport

## **18. Complaints**

If a parent has a concern regarding their child's SEND they may wish to discuss this with the SENCO in the first instance. If the matter is not resolved they may wish to discuss this with the Headteacher. Parents may wish to refer to the formal Complaints Policy published on the Academy's website.

## **19. Related Policies**

This policy is applied in conjunction with the following QEGSMAT policies:

- Equality for Pupils
- Supporting Pupils with Medical Needs
- Child Protection Policy
- Complaints Policy

This policy has been written by the City of Derby Academy SENCO and the Headteacher with guidance from NASEN and the SSAT thereby ensuring compliancy with and reflection of the spirit of the Children's and Families Act 2015, SEND Code of Practice 2015 and the Equality act 2010.

The policy is subject to annual review ensuring regular updating as new SEND reforms are developed and implemented. The annual review will reflect feedback from all stakeholders to improve policy and practice in the City of Derby Academy.