



## Special Educational Needs, Inclusion & Disability Policy

**EWE**  
Reviewed September 2017

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<b>Signature of the Chair Of Governors</b>	
<b>Name of the Chair of Governors</b>	Mr John Copping

**Special Educational Needs, Inclusion & Disability Policy**

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## **1. Introduction**

- 1.1 North Shore Academy aims to provide an inclusive education for all students ensuring students' individual needs are met and provision is tailored to help students overcome their barriers to learning.
- 1.2 The first responsibility of all members of staff is to secure the affirmations, formation and achievement of every learner, in the management of rights of access, choice and freedom from discrimination.
- 1.3 We believe that this SEND policy underlines the principles that the effective management of Special Educational Needs is best demonstrated through collaborative partnerships between learners, staff, the learners' parents/carers and, where appropriate, from members of a multi-professional team, both within the Academy and beyond. We have a duty to safeguard and promote the rights and responsibilities of our learners and we believe that this is achieved in an environment in which all learners are known, valued and understood.

## **2. Special Educational Needs & Personalised Learning**

- 2.1 This policy has been written to ensure that the pedagogy of Personalisation, as set out in the DfES guidance 'Personalising Learning – A Practical Guide' (2008) is fully implemented.
- 2.2 We expect all the learners at North Shore Academy to exceed their potential and embrace the adventure of learning. Planning for progression and differentiation is fundamental to these expectations. High expectations of progress apply to all learners including those who have been identified as having special educational needs.

## **3. Aims**

- 3.1 We aim to:
  - 3.1.1 To ensure that all learners have access to a broad and balanced curriculum.
  - 3.1.2 To provide a differentiated curriculum appropriate to the individual's needs and ability.
  - 3.1.3 To ensure the identification of all learners requiring SEND provision as early as possible in their school career.
  - 3.1.4 To ensure that SEND learners take as full a part as possible in all Academy activities.
  - 3.1.5 To ensure that parents/carers of SEND learners are kept fully informed of their learner's progress and attainment.
  - 3.1.6 To ensure that SEND learners are involved, where practicable, in decisions affecting their future SEND provision.
- 3.2 We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

3.3 Whilst many factors contribute to the range of difficulties experienced by some learners, we believe that much can be done to overcome them by parents/carers, teachers and learners working together.

3.4 The policy links together the following Academy policies:

- Teaching & Learning Policy
- Behaviour for Learning Policy
- Safeguarding Policy
- Child Protection Policy
- Exclusions Policy
- Admissions Policy

3.5 By ensuring consistent implementation of these whole Academy policies, we believe that we can ensure that the needs of all our SEND learners are met.

## **4 Definition of Special Educational Needs**

4.1 **A learner has learning difficulties if he or she:**

- Has a significantly greater difficulty in learning than the majority of learners of the same age.
- Has a disability which prevents or hinders the learner from making use of educational facilities or a kind provided for learners of the same age in other schools in the local area.

4.2 **Special education provision means:**

- Educational provision which is additional to, or different from, the educational provision made generally for learners of the same age in maintained schools (other than special schools) in the area.

4.3 Learners must not be regarded as having learning difficulties solely because of their language, or form of the home language if it is different from that in which they are taught. North Shore Academy will have due regard for the Special Needs Code of Practice when carrying out our duties towards all learners with special educational needs, and ensure that parents/carers are notified when SEND provision is being made for their learner.

## **5 Strategic Responsibilities**

5.1 The SEND team has a strategic responsibility for SEND at North Shore Academy.

5.2 The Team is:

- |                         |     |
|-------------------------|-----|
| • Inclusion/SENDCo/SEND | EW  |
| • HLTA (Maths)          | MP  |
| • School Counsellor     | MPe |
| • SEND Assistant        | DL  |
| • TA                    | CN  |
| • TA                    | JP  |

- |          |                 |
|----------|-----------------|
| • TA     | RT              |
| • TA     | JH              |
| • TA     | SH              |
| • Bridge | SS              |
| • PLC    | To Be Confirmed |

## 6. Admissions

- 6.1 The Governing Body of North Shore Academy and our sponsors the Northern Education Trust believe that the admissions criteria should not discriminate against learners with SEND and our Admissions Policy has the following as the first two criteria where the number of applications for places in a year group exceeds the number of places available:
- 6.2 After the admission of pupils with Educational Health Care Plans where the North Shore Academy is named on the Educational Health Care Plan, the criteria will be applied in the order in which they are set out below:
- Children in public care;
  - Admission of pupils who need specialist provision due to their complex needs. This criteria applies to pupils who have Special Educational Needs, who do not have an EHCP and through the Review process have been identified as in need of a 'named' mainstream school that can offer the relevant support and resources.

## 7. Monitoring & Evaluation of SEND Provision

### 7.1 Provision for SEND is monitored through our monitoring and evaluation cycle.

- The quality of the education provided in the Academy
  - How far the education meets the needs of the range of learners at the Academy
  - The educational standards achieved in the Academy
  - The quality of the leadership in, and management of, the Academy, including whether the financial resources made available to the Academy are managed efficiently
  - The spiritual, moral, social and cultural development of the learners at the Academy
  - The contribution made by the Academy to the well-being of those learners
- 7.2 In implementing this policy, we will ensure that we can demonstrate good practice in terms of SEND provision in relation to the above.

## 8. Identification, Assessment & Provision

- 8.1 At North Shore Academy we have adopted a whole school approach to the SEND policy and practice. Learners identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of Academy life.

- 8.2 The SEND Code of Practice 2014 makes it clear that **all teachers** are teachers of learners with special educational needs will:
- Ensure a clearer focus on participation of children and young people and parents in decision making
  - Establish a strong focus on high aspirations and improving outcomes
  - To ensure a greater focus in supporting those with SEND to succeed and make a successful transition to adulthood
- 8.3 All teachers are responsible for identifying learners with SEND and, in collaboration with the SENDCo, will ensure that those learners requiring different or additional support are identified at an early stage. Assessment for Learning is the process by which learners with SEND can be identified. Whether or not a learner is making progress is seen as a significant factor in considering the need for SEND provision.

## 9. **Early Identification**

- 9.1 Early identification of learners with SEND is a priority. The Academy will use appropriate screening and assessment tools, and ascertain learner progress through:
- Evidence obtained by teacher observation/assessment
  - Learners' performance in National Curriculum subjects judged against level descriptors
  - Learners' progress in relation to objectives in the National Literacy/Numeracy strategies
  - Standardised screening or assessment tools
  - Screening/diagnostic tests i.e. literacy reading age assessment
  - Reports or observations, other outside agencies
  - Records from partner primary schools, previous school etc
  - Information from parents/carers
  - National Curriculum results
  - External exam results
  - Student voice

## 10. **SEND Provision**

- 10.1 On entry to the Academy, each learner's attainment will be assessed in order to ensure continuity of learning from their previous school. For learners with identified SEND, the SEND team, together with the SENDCo and Head of Schools/Head of Year:
- 10.1.1 Use information from the Primary school to shape the learner's curriculum and pastoral provision in the first few months. This will include visiting partner primary schools to meet the teacher and learner so that data gathered can immediately inform practice.
  - 10.1.2 Identify, through observation and Assessment for Learning, areas of weakness where support is required.
  - 10.1.3 Ensure on-going observations/Assessment for Learning provide regular feedback on achievements/experiences, in order to plan next steps in learning.
  - 10.1.4 Ensure that teachers have the information they need to support SEND learners in the classroom.

- 10.1.5 Involve learners in planning/agreeing their own targets, including curricular targets set by subject staff, and any additional targets set.
- 10.1.6 Involve parents/carers in joint home-school approach.
- 10.1.7 Ensure all teaching staff are provided with necessary information on individual students.

## **11. The Range of Provision**

### **11.1 Wave One**

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum. This includes WAVE One Interventions, where learners benefit, at key moments, from additional small group or 1:1 interventions within the classroom, either delivered by the class/subject teacher or other adult assistance (HLTA, Teaching Assistant).

### **11.2 Wave Two**

- Additional, time-limited, small group intervention support programmes which target pupils according to need, to accelerate their rates of progress and secure their learning. This 'catch up' intervention must help learners to apply their learning so that when they return to their mainstream classes and/or work, their progress is maintained. In-class support with adult assistance may also be provided.

### **11.3 Wave Three**

- Some learners need a further level of support that cannot be delivered in the context of whole class or small groups. Without this individualised approach, it will be hard for them to make progress. Wave three includes an intensive burst of individual tuition, delivered from in-school or external expertise. Such tuition supplements existing learning and doesn't replace it. We must ensure that learners apply their learning to maintain the progress made when they return to class. Where possible, this will be provided by a Higher Level Teaching Assistant in conjunction with the class/subject teacher.
- Wave three intervention might also include education offsite such as Alternative Curriculum or other alternative specialised provision.

## **12. English as an Additional Language (EAL)**

- 12.1 Particular care will be needed with learners whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required

### **13. Implementation of the Code of Practice for SEND**

13.1 The SEND Code of Practice defines adequate progress for learners with General Learning Difficulties as that which:

13.1.1 Narrows the attainment gap between learner and peers.

13.1.2 Prevents the attainment gap widening.

13.1.3 Is on par with learners starting from similar a base line but less than most peers.

13.1.4 Equals or improves upon the learners' previous rate of progress.

13.1.5 Enjoys full curricular access.

13.1.6 Is satisfactory to learner and parents/carers.

13.1.7 Is likely to result in accreditation in Further Education, training and/or employment.

13.1.8 Is likely to result in usable levels or skills.

13.2 Teaching SEND learners is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessment for learning, taking into account the differences in learners' abilities, aptitudes and interests. The needs of most learners will be met through a differentiated curriculum, informed by the effective use of prior data and the completion of the class context sheets.

13.3 Early identification of learners who may need increased levels of provision and support is critical. Where a teacher has a concern about the progress of the learner, the following actions will be taken:

13.3.1 The teacher will discuss the concern with their Leader of Learning who will review, with the teacher, the provision already made for the learner and the evidence collected on learner progress through Assessment for Learning.

13.3.2 The concern will be discussed with the Head of Schools/Head of Year who will investigate the progress of the student across the curriculum.

13.3.3 Further information will be gathered to see if the learner is having difficulties in other areas of the curriculum.

13.3.4 If required, specific assessment will be adhered to. A referral will be made to the SEND department.

13.3.5 A time frame will be agreed and a review will take place – unless there are urgent circumstances requiring the learner to move through the system more quickly.

**Either:** progress has been at least satisfactory and curricular targets will continue to address the learning need (if after two review periods, the issues have been addressed, the learner will come off the Referral list and their progress will be measured through the whole school tracking system).

**OR:** the learner will move onto the SEND Register at SEND SUPPORT

## **14 SEND Support**

- 14.1 If the Academy decides, after consultation with parents/carers, that a learner requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the learner and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents/carers will be closely informed of the action and results.
- 14.2 Where the SENDCo decides a learner is to go on the SEND register, the following actions will be taken:
- 14.2.1 Discussions with the parent and the learner will take place to ensure all are clear about the reasons for placement on the register and actions being taken to meet the learner's needs
  - 14.2.2 The learner will be placed on the register and staff informed of the addition by the SENDCo
  - 14.2.3 Wave One intervention should be used to meet the learning needs of the student
  - 14.2.4 A learner may be placed on the SEND register through a self-referral, a staff-referral or a parental concern being raised. In this case, the views of the teachers should be gathered by the SENDCo and evidence gathered from the school tracking system

## **15 Nature of Intervention**

- 15.1 The SENDCo, in collaboration with the teachers and Head of Schools/Head of Year, will decide the action required to help the learner progress. Based on results of the previous assessments, the actions might be:
- Deployment of extra staff to work with the learner.
  - Provision of alternative learning materials/special equipment.
  - Group support.
  - Provision of additional adult time in devising interventions and monitoring their effectiveness.
  - Staff development/training to undertake more effective strategies.
  - Access to Local Authority support services for advice on strategies, equipment or staff training.

## **16. Student Passport, Provision Mapping & Recording Logs**

- 16.1 The description of the individual learner's needs and the suggested strategies and success criteria for supporting a learner's progress, will be recorded on a pupil passport. These will then be produced by the SENDCo and SEND Assistant and posted on the Staff Only accessed area for access by all teaching staff. Any generic targets will be identified for inclusion. Teachers will receive notification that a Pupil Passport has been produced for a learner. These will be discussed with the learner and parent/carer and will be reviewed three times a year by the SENDCo.
- 16.2 Additional funding is available for students who meet the criteria. This can be accessed using the Local Authority process in relation to individual pupils' Higher Needs funding.

## **17. Request for Statutory Assessment**

- 17.1 The Academy will request a Statutory Assessment from the LA when, the learner remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The Academy will have the following information available:
- The action followed with respect to SEND support in school
  - Records and outcomes of regular reviews undertaken.
  - Information on the learner's health and relevant medical history.
  - National Curriculum Levels.
  - Literacy/Numeracy attainments.
  - Other relevant assessments from specialists such as support teachers and educational psychologists.
  - The views of parents/carers.
  - Where possible, the views of the learner.
  - Social services/education welfare service/multi professional reports.
- 17.2 An Educational Health Care Plan (EHCP) will be provided where, after a Statutory Assessment, the LA considers the learner requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. Parents have the right of appeal and can contest such decisions, at which point the Academy would provide evidence as/when/if requested.
- 17.3 An EHCP will include details of learning objectives for the learner. These are used to develop targets that are:
- Matched to the longer term objectives set in the EHCP.
  - Of shorter term.
  - Established through parental/learner consultation.
  - Implemented in the classroom.
  - Delivered by the subject teacher with appropriate additional support where specified.

## **18 Reviews of EHCP**

### **18.1 EHCP must be reviewed annually.**

18.1.1 The SEND Assistant will organise these reviews and invite:

- The learner's parent.
- The learner if appropriate.
- The SENDCo.
- A representative from the LA.
- Youth directions.
- Any other person deemed appropriate.

18.1.2 The aim of the review will be to:

- Assess the learner's progress in relation to their targets.
- Review the provision made for the learner in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHCP in relation to the learner's performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year.

### **18.2 Between KS2 and KS3 we have built good relationships with our partner primary schools to aid with the smooth transition of our SEN students. Extra transition is available to those students who need it.**

At the end of KS3, to prepare the SEN students for KS4 and further education, our Aspirations and Engagement Officer, alongside Youth Direction, offer advice to students.

Between KS4 and post 16 education, we have built good relationships with the local colleges, who are invited into school to offer support and guidance.

### **18.3 With due regard for the time limits set out in the Code, the SEND Assistant will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend or cease a Statement of SEND.**

### **18.4 The Academy recognises that where a learner with an EHCP continues to attend after compulsory education, the LA may decide to maintain the EHCP until 25 years of age. In this case, the Transition Plan will continue to be used to support the learner's transition out of the Academy.**

## **19. Roles & Responsibilities**

19.1 The roles and responsibilities of the SEND/Inclusion team to ensure high quality provision for SEND is described in Job Descriptions.

19.2 For effective co-ordination staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for SEND learners.
- The commitment required by staff to keep the SENDCo well informed about learner's progress.
- Mechanisms that exist to allow teachers access to information about SEND learners.
- What exactly constitutes a 'level of concern' and at which point School Action is initiated.
- Mechanisms that exist to alert the SENDCo to such 'levels of concern'.
- The procedures by which parents/carers are informed of this concern and the subsequent SEND provision.

19.3 Additionally, parents/carers must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## **20 The Role of the Governing Body**

Our Governing Body involves other bodies, including health, social care, local authority support services and voluntary organisations in meeting the needs of SEN students due to their broad skill set and knowledge of the Community. Our Governing Body comes from a range of fields such as; local colleges, businesses, primary school and the local authority.

20.1 The Governing Body's responsibilities to learners with SEND include:

20.1.1 Ensuring that provision of a high standard is made for SEND learners.

20.1.2 Ensuring that a 'responsible person' is identified to inform about the EHCP all those involved with teaching and supporting EHCP learners.

20.1.3 Ensuring that SEND learners are fully involved in Academy activities.

20.1.4 Having regard to the Code of Practice when carrying out these responsibilities.

20.1.5 Being fully involved in developing and subsequently reviewing SEND policy.

20.1.6 Reporting to parents/carers on the Academy's SEND policy including the allocation of resources from the Academy's devolved/delegated budget.

## **21 Continuing Professional Development & SEND**

21.1 The Principal is responsible for CPD in the Academy and day to day management is delegated to a Vice Principal. In the context of SEND this includes:

- Ensuring that staff have up to date information regarding SEND.
- Supporting attendance on external courses.
- Mentoring and coaching to share good practice.
- Research through the Professional Learning Community and lesson study.
- Using the learning gateway as a vehicle to share the latest research on SEND provision.
- Provide whole school inset where SEND issues are addressed.
- Facilitating small group workshops through the use of external experts.
- Bespoke training for Teaching Assistants, including access to HLTA accreditation.

## **22 Partnership with Parents/Carers**

22.1 North Shore Academy firmly believes in developing a strong partnership with parents/carers and that this will enable learner's and young people with SEND to achieve their potential. The Academy recognises that parents/carers have a unique overview of the learners needs and how best to support them, and that this gives them a key role in the partnership.

22.2 The Academy considers parents/carers of SEND learners as valued partners in the process. Depending on age and appropriateness, SEND learners will also be encouraged to participate in the decision making processes affecting them.

22.3 The Academy will make available, to all parents/carers of learners with SEND, details of the parent partnership service available through the LA.

## **23 Link with External Agencies/Organisations**

23.1 The Academy recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND learners. We have our own team to provide valuable support and expertise for SEND learners in the school.

23.2 When it is considered necessary, colleagues from the following support services will be involved with SEND learners:

- Educational psychologists
- Speech therapists
- Learning support services
- CAMHs
- Hearing Impairment services
- Physiotherapists
- Visual impairment services
- Occupational Therapist

## **24 Main Areas of Special Educational Need & Appropriate SEND Categories**

24.1 The SEND categories and their descriptions are set out below:

### 24.1.1 Cognitive & Learning

- (a) Dyslexia/SpLD (DYL)
- (b) Dyscalculia (DYC)
- (c) Dyspraxia/DCD (DCD)
- (d) Moderate Learning Difficulties (MLD)
- (e) Severe Learning Difficulties (SLD)
- (f) Profound & Multiple Learning Difficulties (PMLD)
- (g) Unspecified (U)

### 24.1.2 Social, Emotional & Mental Health

- (a) SEMH
- (b) ADD/ADHD (ADD)

### 24.1.3 Communication & Interaction

- (a) Speech and Language Difficulties (SL)
- (b) Autism (AUT)
- (c) Aspergers (ASP)

### 24.1.4 Sensory

- (a) Severe/profound hearing loss (SPHL)
- (b) Mild/moderate hearing loss (MMHL)
- (c) Blind (BL)
- (d) Partially sighted (PS)
- (e) Multi-sensory impairment (MSI)

### 24.1.5 Physical

- (a) Cerebral Palsy (CP)
- (b) Spina bifida and/or hydrocephalus (SBH)
- (c) Muscular dystrophy (MD)
- (d) Significant accidental injury (SAI)
- (e) Other (OPN)25.1.6 Medical Conditions/Syndromes

- (a) Epilepsy (EPIL)
- (b) Asthma (ASTH)
- (c) Diabetes (DIAB)
- (d) Anaphylaxis (ANXS)
- (e) Down (DOWN)
- (f) Other medical conditions/syndromes (OMCS)
- (g) Interaction of complex medical needs (ICMN)

## **25 Disability Equality**

25.1 The National Curriculum Inclusion Statement sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to students' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

25.1 North Shore Academy welcomes its general responsibilities under the Disability Equality Duty (DED).

## **26 Accessibility Plan for Disabled Students**

Follow this link for the Academy Accessibility Plan for Students:

<http://www.northshoreacademy.org.uk/send/accessibility-plan-for-disabled-students>