



Special Educational Needs & Disability Policy September 2022

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.
- Meet requirements under the Equality Duty.
- Set Equality objectives which are specific and measurable.

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1. Legal Framework and Aims

1.1 The Legal Framework

The SEND policy takes careful account of the statutory provisions covering SEND. They are: ○ The Children & Families Act 2014 ○ Special Educational Needs & Disabilities Regulations 2014 ○ Special Educational Needs Code of Practice: 0-25 2015

1.2 SEND Definition

This policy draws on the definition of special educational needs and disabilities (SEND) from the Special Educational Needs and Disability Code of Practice: 0-25 (2015).

A child or young person has SEND 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 person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others the same age, or*
- *has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Children and young people who have a disability do not necessarily have SEN, however, it is recognised that there is a significant overlap between disabled children and young people and those with SEN. Under the Equality Act 2010 children and young people who have SEN may have a disability that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Students who have SEND will fall into at least one of four identified areas of need, many students will have inter-related needs. The areas of need as identified in the SEND Code of Practice (2015) are:

- Communication and Interaction ○ Cognition and Learning ○ Social, Emotional and Mental Health difficulties
- Sensory and/or Physical

1.3 Aims

George Spencer Academy believes that each student has individual and unique needs. Students are entitled to an education that is most appropriate to their ability and best suited to their individual strengths and needs. We aim to provide every student with a broad and balanced education, this includes the National Curriculum in line with the SEND Code of Practice (2015).

We aim to:

- provide opportunities for every student to experience success; promote individual confidence and a positive attitude;
- ensure all students, whatever their special educational need or disability, receive appropriate educational provision through a broad and balanced curriculum that is appropriately differentiated;
- give students with SEND equal opportunities to take part in all aspects of the academy's provision if appropriate;
- ensure that students with SEND have opportunities to express an opinion and that opinion will be considered in any matters affecting them;
- identify, assess, plan, do and review student's progress and needs;
- involve parents/carers in planning and supporting at all stages of their child's development;
- work collaboratively with parents/carers, other professionals and specialist services;
- ensure all staff and governors are accountable for the SEND Policy being implemented and maintained.

2. Roles and Responsibilities

At George Spencer Academy provision for students with SEND, in the classroom, is the responsibility of subject teachers. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants, Classroom Assistants or specialist staff. All staff are responsible for following the academy's procedures for identifying, assessing and making provision to meet those needs.

The **governing body** will ensure that:

- SEND provision is an integral part of the academy improvement plan; ○ necessary provision, as far as possible, is made for any student with SEND; ○ staff are aware of the need to identify and provide for students with SEND; ○ students with SEND join in academy activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students;
- they have regard to the requirements of the SEND Code of Practice 2015;
- they are fully informed about SEND issues, so that they can play a part in the academy's self-evaluation process;
- they set up appropriate staffing and funding arrangements and oversee the academy's work for students with SEND;
- the quality of SEND provision is regularly monitored;
- to identify a governor to be the person responsible for SEND and for this person to link with the SENCO.

The **Principal** has responsibility for:

- the management of all aspects of the academy's work, including provision for students with SEND; ○ keeping the governing body informed about SEND issues; ○ working closely with the SENCO
- ensuring that the implementation of this policy and the impact on the academy is reported to governors.

The **SENCO** is responsible for:

- overseeing of the day-to-day operation of the SEND policy;
- overseeing the provision for students with SEND, including responsibility for financial allocation at bid level;
- organising and managing the work of the Teaching Assistants and Classroom Assistants; ○ ensuring that an agreed, consistent approach is adopted; ○ liaising with and advising other staff in the academy; ○ helping staff to identify students with SEND; ○ carrying out detailed assessments and observations of students with specific learning needs; ○ supporting subject teachers in devising strategies, drawing up Profiles, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom;
- liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;

- maintaining the academy's SEND register and records;
- assisting in the monitoring and evaluation process of students with SEND through the use of academy assessment information;
- contributing to in-service training of staff;
- liaising with SENCOs in other educational settings to help provide a smooth transition from one school to another;
- developing good practice within a network of schools in Nottinghamshire as well as across the Spencer Academy Trust;
- ensuring the George Spencer Academy SEND Offer is maintained, up-to-date and fit for purpose.

Class teachers are responsible for:

- teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum;
- making themselves aware of the policy and the procedures for identification, monitoring and supporting students with SEND;
- giving feedback to parents/carers of students with SEND.

Learning and Progress Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND;
- assist in making provision for the individual needs of students identified as having SEND, whether in class, small groups or in the SEND department;
- use the academy's procedures for giving feedback to teachers about students' responses to tasks and strategies.

3. Admissions and Special Educational Needs and Disabilities

3.1 Admissions

George Spencer Academy's admission arrangements are detailed in the Academy's Determined Admissions Policy.

3.2 Facilities for Student with SEND

The Academy has a Learning and Inclusion Centre (LINC) within this building there are specialist facilities for students with physical needs including 2 wet rooms, as well as individual spaces.

3.3 Disability Access

George Spencer Academy is accessible to students with physical disabilities and mobility difficulties, such as those using wheelchairs or walking frames. Each faculty has ground floor classrooms. See Accessibility plan.

4. Identification, Assessment Arrangements and Review Procedures

4.1 SEND In-Service Training

George Spencer Academy recognises the area of SEND as an important area for in-service training and Continuing Professional Development. The academy encourages and provides funds for:

- the SENCO, Inclusion Faculty and subject teachers to attend relevant courses and events;
- the SENCO to share good practice with other Spencer Academies; ○ whole academy INSET to support good SEND practice in the classroom.

4.2 Identification, Assessment Arrangements & Review Procedures

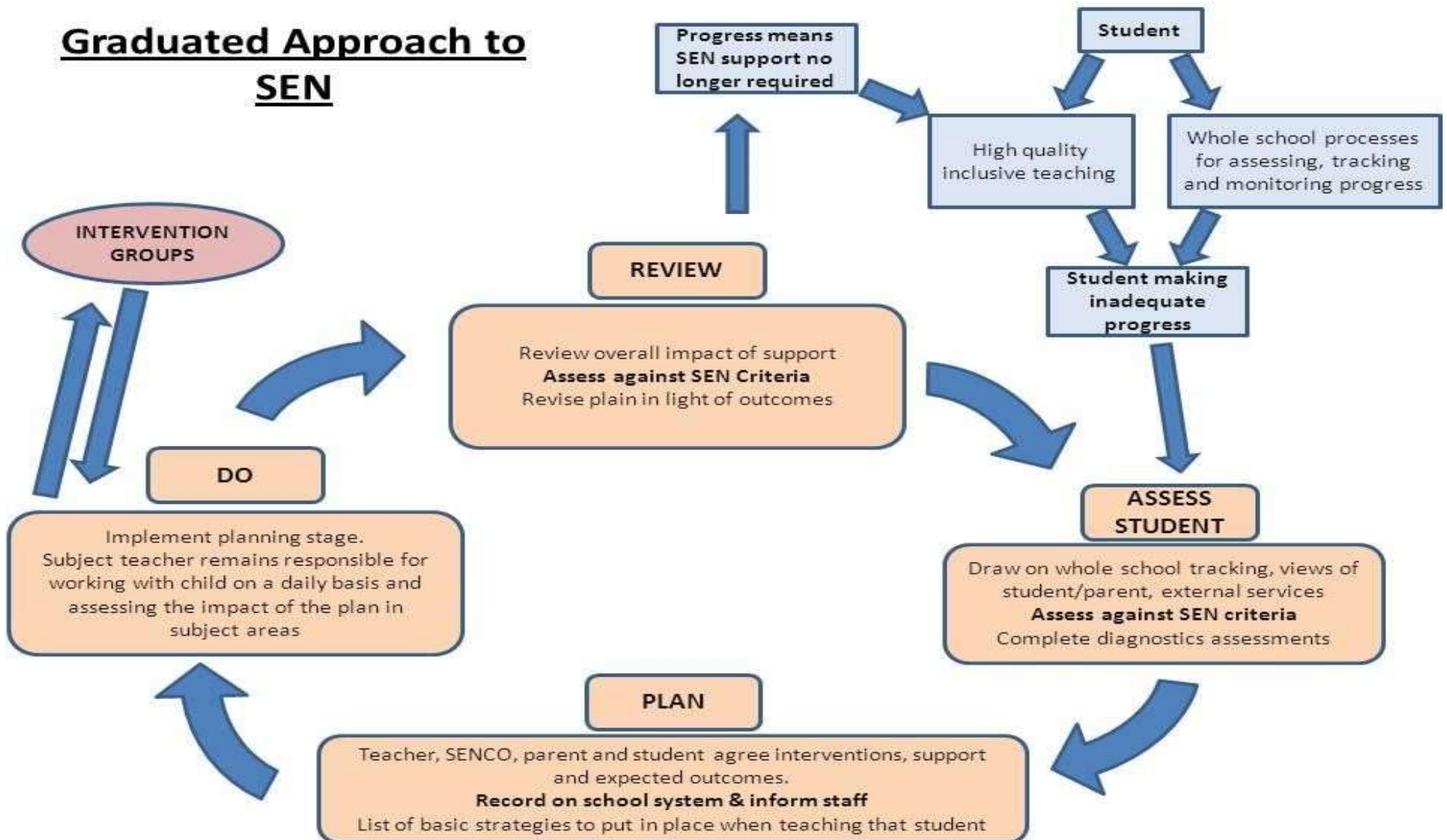
High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the academy about the student's progress, alongside national data and expectations of progress.

Regular assessments of students' progress will allow identification of students who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline; fails to match or better the student's previous rate of progress;
- fails to close the attainment gap between the student and their peers; ○ widens the attainment gap.

Where a student is identified as having SEND, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the **graduated approach**.

Graduated Approach to SEN



Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress, the academy will consider requesting an **Education, Health and Care (EHC) needs assessment**.

To inform their decision about whether an EHC needs assessment is necessary the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the academy. The academy will provide:

- evidence of the student's academic attainment and rate of progress; ○ information about the nature, extent and context of the student's SEND; ○ evidence of the action already being taken to meet the student's SEND; ○ evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided;
- evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

