

SEND Policy

The Academy of Lincoln Trust

(Lincoln Castle Academy)



	<u>Name</u>	<u>Position</u>	<u>Date</u>	<u>Review Date</u>
Author:	Emma Drury	SENCO	November 2018	September 2019

Reviewed by: HR & Finance Committee

Signed..... Louise Laming, Headteacher (LCA) Date:

This Policy has been approved by the Academy of Lincoln Trust:

Signed..... Date:

ISSUE	AUTHOR	DATE	DESCRIPTION OF CHANGE
1.0	Emma Drury	November 2018	Policy renewal/re-written

Lincoln Castle Academy SEND Policy

This policy outlines Lincoln Castle Academy’s Special Educational Needs and Disability provision and should be read alongside the academy’s Behaviour, Child Protection, Pupil Premium and Inclusion policies.

We recognise that many pupils will have special needs at some time during their life within Lincoln Castle Academy. In implementing this policy, we believe that pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. At Lincoln Castle Academy we are committed to inclusion in all aspects of academy life and each teacher is a teacher of every child or young person in the academy including those with SEN.

Definition of Special Educational Needs and Disability (SEND)

A child has special educational needs if they have a learning difficulty or need which calls for special educational provision to be made for them.

The SEND Code of Practice (2014) 0-25 says a young person or child has a learning difficulty if he or she: “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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

In addition special educational provision is defined in the SEND Code of Practice (2014) 0-25 as being: “provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.”

Definition of Disability – Equality Act 2010

The Equality Act came into force in October 2010 and brings together all existing anti-discrimination legislation such as the Race Relations Act 1970 and the Disability Discrimination Act 1995. It identifies several ‘protected characteristics’ previously protected under separate equality legislation; race, religion or beliefs, gender, age, disability, sexual orientation, marriage/civil partnership and maternity.

Under the Equality Act 2010 a child or young person with a disability is defined as those with: “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”. Long term is qualified as meaning one year or more and substantial is defined as being more than minor or trivial. This definition can include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Responsibility for the co-ordination of SEND provision:

In line with the SEND Code of Practice (2014) 0-25 all teachers are responsible for the progress and development of every pupil in their class; including those who require extra support from teaching assistants or specialist staff. The first step in supporting all pupils, including those with SEND, is high-quality teaching, differentiated for individual pupils. Lincoln Castle Academy employs a SENCo (Emma Drury) who is responsible for the strategic co-ordination of SEND provision. Mrs Drury holds the National Professional Qualification for SEND Co-ordination (NPQ SEND). The SEND advocate on the SLT is Assistant Headteacher Chris Davison and the SEND named governor is Sonia Czabaniuk. Mrs Drury can be contacted via email: ekd@lincolncastleacademy.co.uk or by phone 01522 529203 or an appointment can be arranged to meet with her via the school's reception team.

The Aims of the Academy:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide high quality teaching, differentiated for the needs and abilities of the individual.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their Academy career to help support not only their academic progression but their mental and physical wellbeing too.
- To ensure that SEND pupils take as full a part as possible in all Academy activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the School Admissions Code of Practice (Feb 2012), in that 'All Academies should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with SEND but without statements/EHC plans must be treated as fairly as all other applicants for admission.'

Lincoln Castle Academy also refers to the Equality Act 2010 which prohibits schools from discriminating against disabled children and young people in respect of admissions due to a reason related to their disability.

Transition visits are made to all feeder primary schools in Y6 by the head of Year 7 at Lincoln Castle Academy and where appropriate the SENCo will also attend annual reviews and transition meetings for individuals in the year leading up a major transition point. All relevant paperwork is passed to the Academy from the previous schools and a series of transition days are organised to help the students adapt to their new environment. In addition extra transition visits can be accommodated for SEND students who need some extra support with the process.

Inclusion

This policy builds in Lincoln Castle Academy's Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive and differentiated. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Facilities for pupils with SEND

Lincoln Castle Academy has the Newton Suite which offers SEND students a base for specialist intervention, coaching and mentorship. There is also a hygiene suite available in the support suite and a fully accessible toilet and shower. Lift keys are available for students with mobility issues to gain access to the first and second floors of West Block and most areas of the school are accessible by wheelchair. The school also uses the swimming pool in the neighbouring leisure centre for physiotherapy sessions.

There is a dedicated team of support staff working within the SEND team offering specialist Elklan speech and language support, dyslexia intervention, physiotherapy, social stories and precision teaching plus pastoral support and help for SEND students.

The academy also uses a range of specialist software and hardware to support the needs of the students plus assistance and support during examinations.

Evaluating the Success of our Policy

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'the SEND aims of the Academy' at the beginning of this policy.

In evaluating the success of this policy, the Academy will consider the views of teachers, parents, pupils and external professionals.

Pupil progress will provide evidence for the success of the SEND policy.

Allocation of Resources

The SENCo will identify areas of student need and make the required allocation of staffing and resources. Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Identification, Assessment and Provision

At Lincoln Castle Academy we have a whole academy approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. The Academy recognises that high quality teaching, differentiated for individual students is the first step in responding to pupils with SEND. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of life at the Academy.

The SEND Code of Practice 2014 0-25 recognises four main areas of need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

If a student is identified as having a SEND then under the SEN Code of Practice 2014 they will fall into the single category of SEN SUPPORT. This one grouping replaces the previous two categories of SA

(School Action) and SA+ (School Action Plus). There can also be a monitoring list for students who do not receive 'additional to and different from support' but whose needs are monitored by the Additional Needs Department. Students who have once been on the SEND roll may not always be on the roll – it is a fluid register that reflects the progress and changing landscape of a student's needs. Students with a statement of SEND have had their statements replaced with an Education Health Care Plan (EHCP). These will provide a multi-agency, holistic approach to the young person's needs and outcomes covering them from the age of 0-25 years. Any student at Lincoln Castle Academy who had a statement now has an EHCP.

For the majority of SEND pupils their needs will be met within a mainstream environment. However some pupils may need an EHC Needs Assessment when parents/carers/outside agencies and educational establishments work together to make this request. The SENCo is responsible for any referral agreed at a review meeting and the local authority will then be duty bound to consider the request and will look at the provision made by the academy in the mainstream setting. The local authority will need to see that the academy has made every effort possible to support the student and will determine if the student needs additional resources.

Early Identification

Early Identification of pupils with SEND is a priority.

A variety of strategies are used –

- Screening/diagnostic tests
- Teacher reports or observations
- Records from feeder schools etc
- Information from parents/carers
- External examination results
- Pupil portfolios

SEND provision and intervention

On entry to the Academy each pupil's attainment will be assessed in order to ensure continuity of learning from primary schools. Lincoln Castle Academy has close working relationships with all our feeder primary schools and academies.

A graduated approach to provision will then take place for a student identified with SEND. This will involve the implementation of a four-part cycle of Assess, Plan, Do and Review which fits in with the academy's cycle of assessment. Information about useful strategies to use with each student will become part of the student profile and parents will be consulted at every stage of the process and kept updated about their child's progress.

English as an Additional Language and SEND

Particular care will be needed with SEND pupils whose first language is not English. Teachers will clearly 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.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Progress can be identified as that which narrows the attainment gap between pupil and peers

- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves on the pupils previous progress
- ensures full curricular access
- shows an improvement in self help and social or personal skills
- shows improvement in the pupils behaviour
- is likely to lead to further education, training or employment

Teaching SEND pupils is a whole Academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitude and interests. Some pupils may need increased levels of provision and support.

Review of EHC Plans and Statements

EHC Plans and statements must be reviewed annually. These reviews must include all appropriate outside agencies as well as parents and pupils. This review allows the provision for the pupil to be evaluated and changes to be made if necessary to reflect increasing or decreasing needs.

The Role of the SENCo

The SENCo plays a crucial role in the Academy's SEND provision. This involves working with the Headteacher and the Governing Body.

Other responsibilities include:

- overseeing the day-to-day operation of the policy
- co-ordinating the provision for pupils with SEND
- liaising with and giving advice to fellow teachers
- managing Teaching Assistants
- overseeing pupils records
- liaising with parents/carers and students
- offers training opportunities for staff
- liaising with outside agencies

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for SEND pupils
- ensuring that SEND pupils are fully involved with academy activities
- having regard to the SEND Code of Practice 2014 0-25
- reporting to parents on the Academy SEND policy

SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. This training forms an integral part of Lincoln Castle Academy's programme of professional development.

Partnership with Parents/Carers

Lincoln Castle Academy firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The Academy is aware

that parents/carers have key information about pupils and we encourage them to share as much information to help staff as possible. In line with the SEND Code of Practice 2014 0-25 parents are kept up to date with their child's progress through data reports, written reports, parents' evenings and provision reviews. SEND pupils are actively encouraged to take part in the decision making process. Lincoln Castle Academy SEND department operates an 'open door' policy and encourages parents/carers to contact the Academy about any issue which concerns them.

Complaints Procedure

The Academy's complaints procedure is outlined in the Academy's prospectus. The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parent if required.

Links with External Agencies

The Academy recognises the important contributions that external support services make in assisting to identify, assess and support SEND pupils.

These agencies include:

- Educational psychologists
- Speech Therapists/ECLIPs
- Hearing Impaired Service
- Visual Impaired Service
- Social Services
- Community Police
- Child and Adolescent Mental Health Service (CAMHS)
- Healthy Minds
- BOSS (Behaviour Outreach Support Service)
- Working Together Team (WTT)
- Specialist Teaching Team

Policy SEND Review

Lincoln Castle Academy considers the SEND policy document to be important and will review it on a regular basis. The outcomes of this review are used to inform the Academy Management Plan.

Reviewed November 2018.

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 0-25 and has been written with reference to the following documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 2014 0-25

Schools SEN Information Report Regulations (2014)

Statutory Guidance to supporting pupils with medical conditions April 2014

Teachers' Standards 2012

Keeping Children Safe in Education 2018

Lincoln Castle Academy Safeguarding Policy/Disability Policy/Pupil Premium Policy.