

## DUDLEY ACADEMIESTRUST

### SEND Policy

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Dudley College of Technology



*Our mission: Working together we will develop inspirational schools which instil ambition and desire in young learners, open their minds, widen their horizons and equip them to succeed in a challenging world.*

## Contents

Our Aim.....	4
Legislation and Guidance.....	4
Academy Admissions.....	4
Accessibility.....	4
Definitions.....	4
Other Factors That May Affect Attainment and Progress.....	5
Roles and Responsibilities.....	5
The SENCO.....	5
The SEN Governor.....	5
The Principal.....	6
Class Teachers.....	6
SEN Information Report.....	7
Identifying Learners with SEN and Assessing Their Needs.....	7
Consulting and Involving Learners and Parents/Carers.....	8
Assessing and Reviewing Learners' Progress Towards Outcomes.....	8
Record Keeping, Monitoring and Data Management.....	9
Storing and Managing Information.....	9
Supporting Transition.....	9
Our Approach to Teaching Learners with SEN.....	9
Adaptations to The Curriculum and Learning Environment.....	10
Additional Support for Learning.....	10
Expertise and Training of Staff.....	10
Securing Equipment and Facilities.....	10
Evaluating the Effectiveness of SEN provision.....	11
Enabling Learners with SEN to Engage in Activities Available to Those in the Academy Who Do Not Have SEN.....	11
Support for Improving Emotional and Social development.....	12
Learners with Medical Conditions.....	12
Learners in Hospital.....	12
Working with Other Agencies.....	13
Complaints About SEN Provision.....	13
Contact Details of Support Services for Parents/Carers of Learners with SEN.....	13
The Local Authority Local Offer.....	13
Monitoring Arrangements.....	14

Other policies.....	14
Appendix 01 - Supporting the Continuity of Education of Learners with Special Educational Needs During School Closures Associated with COVID-19.....	15
Will Annual Reviews Still Need to Be Carried Out? .....	15
What if Parent’s/Carers Do Not Want to Send Their Child to School? .....	15
Where Can I Find More Information?.....	16

## Our Aim

Our SEN policy and information report aims to:

- Set out how our academies will support and make provision for learners with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for learners with SEN.

Serving a diverse and often economically challenged community, our academies view will raise the aspirations and expectations of all learners, including those with SEN, as paramount. Our innovative teaching, assessment and monitoring methods emphasise the importance of outcomes for learners, rather than a narrow focus on hours of provision or support.

## Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## Academy Admissions

No Learner will be refused admission to our academies on the basis of his or her special educational need. In line with the [Equality Act 2010](#) we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision, other than in exceptional circumstances where the academy does not have the resources and facilities to support the child ([refer to Accessibility Plan](#)).

## Accessibility

The Trust will be compliant with the [Equality Act 2010 and Accessibility legislation](#).

## Definitions

A child or young person has special educational needs (SEN) 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 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 facilities of a kind generally provided for others of the same age in mainstream schools.

## Other Factors That May Affect Attainment and Progress

There are other factors which are not included in a definition of SEN but which nonetheless may impact on engagement, progress and achievement in the academy.

These include:

- Disability – the Code of Practice outlines the “reasonable adjustment” duty for all settings and Academies provided under current Disability Equality legislation, but this alone does not constitute SEN
- Attendance and punctuality
- Health and Safeguarding issues
- Having English as an Additional Language
- Lack of literacy in home language
- Gaps in previous educational history
- Being in receipt of Pupil Premium
- Being a Looked After Child

Some Learners may combine a SEN with one or more of these additional factors, which may make initial identification and effective support more challenging.

## Roles and Responsibilities

### The SENCO

The SENCO will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the academy.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and carers, and other agencies to ensure that learners with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the academy’s delegated budget and other resources to meet learners’ needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure learners and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Principal and trust board to ensure that the academy meets its responsibilities under the [Equality Act 2010](#) with regard to reasonable adjustments and access arrangements.
- Ensure the academy keeps the records of all learners with SEN up to date.

### The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at committee meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the committee on this.
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the academy.

## The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the academy.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## Class Teachers

Each class teacher is responsible for:

- The progress and development of every learner in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each learner's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

The class Teacher remains responsible for working with the Learner on a daily basis and will work closely with any Teaching Assistants or Specialist Staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Teaching Staff will support Learners at a level appropriate to their needs through effective differentiation in the classroom. This will be constantly reviewed as the Learner develops and makes progress.

Teachers respond to Learner's needs by:

- Providing support for Learners who need help with communication, language and literacy.
- Planning to develop Learners understanding through the use of all their senses and of varied experiences.
- Planning for Learners full participation in learning, and in physical and practical activities.
- Helping Learners to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, in order to participate fully in learning.

Learners requiring more specific intervention to access the curriculum may be supported in a range of ways, for example:

- Individual or small group literacy programmes.
- Individual or small group social and emotional development programmes.
- Individual or small group communication & interaction programmes.
- Shared in-class support from a teaching assistant.
- Individual programmes to meet specific needs.
- Access to assistive technology.
- Support the completion of Learner Profiles where needed.
- Work with the SENCO to ensure an Education, Health and Care Plan (EHCP) and Individual Education Plan (IEP) are in place.

## **SEN Information Report**

### **The categories of SEN that are provided for**

Dudley Academies Trust currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

## **Identifying Learners with SEN and Assessing Their Needs**

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Where Learners continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the academy's SENCO and the Dudley Academies Trust Core team to assess if a learner has a significant learning difficulty and agree appropriate support.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents/carers. We will use this to determine the support

that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the learner's parents/carers.

Where a Learner is identified as having SEN, action will be taken to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN 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 Learner's needs and of what supports the Learner in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For Learners with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all Learners. These are known as Learner Progress Meetings. For those Learners with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set in addition to the termly Learner Progress Meetings.

## **Consulting and Involving Learners and Parents/Carers**

We will have an early discussion with the learner and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty.
- We take into account the parents'/carers' concerns.
- Everyone understands the agreed outcomes sought for the learner.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the learner's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a learner will receive SEN support.

## **Assessing and Reviewing Learners' Progress Towards Outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.

- The views and experience of parents/carers.
- The learner’s own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner’s progress.

## **Record Keeping, Monitoring and Data Management**

The SENCO will maintain the SEND register and monitors the movement of learners within the SEND system. The SENCO provides staff and Local Advisory Committee with regular summaries of the impact of the policy on the practice of the academy. The SENCO is involved in supporting teachers involved in drawing up EHCPs for learners. The SENCO and the principal hold regular meetings to review the work of the academy in this area.

## **Storing and Managing Information**

Learner SEND records will be kept in accordance to the DfE guidance contained in [Statutory Policies for Schools and Academy Trusts](#).

## **Supporting Transition**

Any reasonable adjustments are made to the academy environment to ensure a smooth transition between phases of education.

At all transition points throughout the academy, meetings are held between class teachers to discuss and prepare for individual learner’s needs.

If a learner were to move academy all relevant information would be passed on to the receiving academy. We will share information with the academy, college, or other setting the learner is moving to. We will agree with parents/carers and learners which information will be shared as part of this.

## **Our Approach to Teaching Learners with SEN**

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners.

We will also provide the following interventions:

- LEXIA Core 5 and interactive software based literacy catch up programme.
- Numeracy intervention.
- Science Pre-Teaching Intervention.
- Targeted Individual support sessions.
- Social Skills and Interaction Intervention.

- Meet and Greet Daily contact.

## **Adaptations to The Curriculum and Learning Environment**

We make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by collaborative learning, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Reading Pens etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access Arrangements for exams.

## **Additional Support for Learning**

Teaching Assistants will be strategically deployed and have sufficient training to be able to support those who need extra provision. We recognise the impact they can have when used effectively and in a targeted and monitored way.

## **Expertise and Training of Staff**

Our SENCO's are experienced in this role and are allocated dedicated hours each week to manage SEN provision. We also have a team of teaching assistants, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Attachment Disorder, Resiliency and Nurture, Developing Memory skills, Transgender training and Differentiation.

We use specialist staff for Testing for Access Arrangements, Cognitive Assessment and Speech and Language.

All Staff at our academies will have received training related to SEND. This may be through specific intervention programmes or general SEND training:

- Developing Literacy and Numeracy
- Differentiation, meeting the needs of all learners.
- Close the Gap Marking
- SEND Code of Practice
- Requesting EHC needs assessment

## **Securing Equipment and Facilities**

Each term, in consultation with the principal and class teachers, the SENCO will map the targeted provision in place for learners on the SEND register to show how resources are allocated for the academy's overall SEND budget, and to monitor the cost of the whole of our SEND provision.

## Evaluating the Effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing learners' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6 weeks.
- Using learner questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with Education Health Care plans.

## Enabling Learners with SEN to Engage in Activities Available to Those in the Academy Who Do Not Have SEN

Dudley Academies Trust will make every effort to ensure that the necessary provision is made for any learner who has special educational needs or disabilities. We will ensure that all staff in our academies are able to identify and provide for those Learners who have SEND to allow them to join in the activities of the academy.

The staff and trustees of our academies will also work to ensure that all SEND learners reach their full potential, are fully included within the academy community and are able to make successful transfers between educational establishments. With this as an underlying principle, we believe that; all teachers are teachers of special educational needs. Every Teacher will be responsible and accountable for the progress and development of all learners in their class even where learners access support from teaching assistants or specialist Staff.

Teaching and supporting learners with SEND will therefore be a whole academy responsibility requiring a whole academy response. Meeting the needs of learners with SEND requires partnership working between all those involved – Local Authority (LA), academy, parents/carers, learners, children's services and all other agencies.

All of our extra-curricular activities and school visits are available to all our learners, including our before-and after-school clubs.

- All learners are encouraged to go on our residential trip(s)
- All learners are encouraged to take part in sports day/school plays etc.
- No learner is ever excluded from taking part in these activities because of their SEN or disability.

Many children and young people who have SEN may also have a disability under the [Equality Act 2010](#) – 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' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' [SEN Code of Practice](#).

## Support for Improving Emotional and Social development

Our educational provision is underpinned by the values shared amongst all of the Trust's members:

- Dreaming big
- Rewarding effort
- Leading together
- Respecting each other and our world
- Learning that inspires

The education and success of all our learners is of equal value and the celebration of diversity in gender, race, creed and ability, is achieved by providing quality teaching to raise standards and equalise life choices. Bullying in any form is completely unacceptable and will always be taken very seriously and we will actively encourage respect for the dignity of ourselves and others, recognising that all members of our community have rights, with complementary responsibilities.

We will also recognise that all Learners may experience difficulties due to events such as bereavement and family problems. As with learners who have special educational, physical or emotional needs, the academy will provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable learners.

We will have a commitment to developing individual potential and autonomy both inside and outside the classroom and a belief that learners learn best in a safe and nurturing environment, which promotes a sense of belonging. We know that high learner self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.

## Learners with Medical Conditions

[The Children and Families Act 2014](#) places a duty on Academy's to make arrangements to support Learners with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such Learners.

Where Learners also have SEN, their provision should be planned and delivered in a co-ordinated way using the Disability Access Fund paperwork. For those Learners with an EHCP this will be used as it brings together health and social care needs, as well as their special educational provision.

The Academy recognises that Learners at Academy with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education. Some Learners with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the [Equality Act 2010](#). Please see the Academy's Medical Policy for further details.

## Learners in Hospital

The member of Staff responsible for ensuring that Learners with health needs have proper access to education will liaise with other agencies and professionals as well as

Parents/Carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

## **Working with Other Agencies**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Parents/carers will be consulted prior to any outside agency involvement.

The agencies used by the academy include:

- SENDS (Specialist advisers including Autism, Specific Learning Difficulties, Visually and Hearing Impaired Service)
- The Learning support Service
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Children’s Therapy Team (Speech and Language / Occupational Therapy)
- Paediatricians
- Behaviour Support Service

## **Complaints About SEN Provision**

Complaints about SEN provision in our academies should be made to the SENCO at the academy in the first instance. They will then be referred to the academy’s complaints policy.

If there continues to be disagreement with regard to SEN provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the academy. This includes access to mediation before tribunal.

The parents/carers of learners with disabilities have the right to make disability discrimination claims to the [first-tier SEND tribunal](#) if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

## **Contact Details of Support Services for Parents/Carers of Learners with SEN**

SENDIASS. (Formerly Dudley Parent Partnership Service) **Address:** Saltwells Education Centre, Bowling Green Road, Dudley DY2 9LY Phone Number 01384 817373

## **The Local Authority Local Offer**

Our local authority’s local offer is published on the [Dudley Council website](#).

## **Monitoring Arrangements**

This policy and information report will be reviewed by **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board.

## **Other policies**

- Accessibility Plan
- Behaviour
- Equality Policy
- Complaints Policy

## **Appendix 01 - Supporting the Continuity of Education of Learners with Special Educational Needs During School Closures Associated with COVID-19**

The need for learners with special educational needs (SEN) to have regular, ongoing schooling is particularly important. While all learners need to be supported to maintain their engagement in learning, those with SEN are among those who need most support at this time.

Dudley Academies Trust have introduced a range of strategies and measures to ensure that the needs of learners with SEN are supported.

- Each academy, together with parents/carers, will carry out a risk assessment as to whether their child with an EHC plan might be safe or safer attending school than not. The risk assessments will include what provision will be possible to deliver in or to the home.
- All of our learners with SEND will receive weekly phone calls from our Learning Support Assistants (LSAs) or Pastoral Team to provide help and advice with their distance learning.
- Work packs will be delivered to all of our SEND learners, who have difficulty accessing the work set on the online learning platform. Learners work will be provided with feedback from LSAs on a regular basis, so that they can continue to make good progress.
- Learners who benefit from the use of learning aids such as coloured overlays, or adapted resources will also have these delivered to them.

All schools have a legal duty to deliver the provisions in a learner's EHC plan however, given the likely significant disruption to staffing, it may be very difficult for schools to deliver the provision precisely. If there could be a risk to the learner's health, wellbeing or safety if they do not receive a particular provision or intervention, raise this with your school without delay.

If the learner has external agency involvement and you would like them to get in touch, please email the SENCo.

### **Will Annual Reviews Still Need to Be Carried Out?**

Under the [Coronavirus Act](#), the requirement to carry out annual reviews can also be temporarily dis-applied where this is considered to be "*appropriate and proportionate*".

If you feel there is an urgent need to amend the provision or placement in your child's EHC plan, speak to the school about this to see what review mechanisms could be put in place.

### **What if Parent's/Carers Do Not Want to Send Their Child to School?**

If parents/carers consider it would be too high risk to send their child to school because they, or someone else in their family, is at particularly high risk, there is of course no requirement to send their child in. The new guidance reiterates that ultimately it is for parents/carers to decide whether their child with an EHC plan should continue to attend or return to school.

Under the [Coronavirus Act 2020](#), the criminal penalty for parents/carers failing to send their children will be temporarily dis-applied, so far as it relates to the direction for schools to close.

### Where Can I Find More Information?

The Council for Disabled Children (CDC) has launched two new email inboxes aimed to answer questions, collate resources and share information on COVID-19 and the impact on children and young people with SEN and disabilities.

Questions can be sent to the 'CDC questions' inbox, [CDCquestions@ncb.org.uk](mailto:CDCquestions@ncb.org.uk). The CDC will collate Frequently Asked Questions (FAQs) and share them with the Department for Education and Ministers as appropriate, in order to publish an FAQs newsflash each Friday. To receive the FAQs newsflash please sign up to their [mailing list](#), selecting the 'CDC Digest' option.

The 'CDC resources' inbox, [CDCresources@ncb.org.uk](mailto:CDCresources@ncb.org.uk), is designed to enable parent carers, sector professionals and practitioners to share resources, to support families of children and young people with SEND and practitioners across the disabled children's sector. The CDC will add these resources to their COVID-19 Support and Guidance webpage. The webpage is kept under continuous review.

The government has issued **advice** to help adults with caring responsibilities look after the mental health and wellbeing of children or young people, including those with additional needs and disabilities, during the COVID-19 outbreak. This guidance includes contact details for a number of organisations offering advice and information, for example, for further guidance on COVID-19 for those with learning disabilities please see the **Mencap website**, which includes easy-read materials.

The government has published a list of [education resources for home education during the COVID-19 pandemic](#). This includes links to SEN and disability and mental well-being specific resources.