

Special Educational Needs and Disabilities (SEND) Policy 2014-15

SchoolsCompany Central Devon Academy is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEND meet the definition of disability but this policy covers all of these students.

SchoolsCompany Central Devon Academy aims to meet the additional needs of young people who are struggling within the mainstream sector. Our whole referral process has been developed to enable accurate and effective identification of these needs. Not all of our students have specific learning difficulties; however, many have needs which are greatly affecting their ability to learn. We are dedicated to providing personalised programmes which will help to meet these needs.

This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014):

- To provide the structure for a student-centered process that engages student, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the academy. This is to ensure all of our students are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.
- Ensure the Equality Act 2010 duties for students with disabilities are met,
- To take into account of the views of the students with special educational needs,
- To encourage good communication and partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education,
- To make arrangements to support students with medical conditions and to have regard to statutory guidance regarding supporting students within SchoolsCompany Central Devon Academy with medical conditions,
- To develop a culture of inclusion, valuing high quality teaching for all learners and using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEND, their families, staff within SchoolsCompany Central Devon Academy, and other external agencies,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,

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- Make efficient and effective use of SchoolsCompany Central Devon Academy resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

The success of the academy's SEND policy will be judged against the principles set out above. The principal will ensure that the academy makes appropriate special educational provision for all students identified as in need of it. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made.

The named strategic lead for SEND is the SENDCO, Traci Phipps.

Definition of SEND

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision which is additional to or different from that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard students as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

We have regard to the SEND Code of Practice 2014 when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by SchoolsCompany South and West Devon Academy that SEND provision is being made for their child.

Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

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Areas of Special Educational Need

Under the SEND Code of Practice 2014 students identified as having a special educational need (SEN) are considered within one or more of the following categories of need:

Cognition and Learning;

Young people with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

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Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some young people require special educational provision because they have a sensory and/or physical disability. These difficulties can be age related and may fluctuate over time.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deaf blind)
- Physical disability (PD).

Responding to young people with additional needs:

Early Concerns

Students are assessed on entry to the academy and the progress made by all students is regularly monitored and reviewed. Assessments include academic assessments in English, Maths and Science; reading and spelling assessments and social, emotional and developmental assessments. Teacher assessment or formal reassessment takes place half termly. Assessments enable SchoolsCompany Central Devon Academy to identify areas of concern and monitor progress. Students' personalised learning programmes are designed to reflect the needs identified in assessments.

How we identify and support students with SEND

Where, despite differentiation and support, a student is making inadequate progress then additional targeted interventions will be implemented; these may include one to one literacy or numeracy interventions or additional support through mentoring and 'catch up' time.

Where students continue to make inadequate progress despite interventions, support and high quality teaching, teachers should work with the academy's SENDCO to agree appropriate next steps.

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In some cases it may be necessary to seek assessment by or advice from an external professional such as an educational psychologist or a teacher with specialist qualifications in SpLD. This involves discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not modified by appropriate behaviour management strategies;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised plan;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist academy;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

The Devon Assessment Framework

Young people with educational needs that require an additional level of support should be considered for assessment under the Devon Assessment Framework. The agreement of the young person and parent / carer must first be sought. A DAF 1 will be completed with the parent/ carer by a member of SchoolsCompany Central Devon Academy staff or a member of school staff if a young person is dual registered. This will be followed by a 'Team Around the Child' (TAC) meeting to consider and plan for the wider needs of the young person. An outcome of the TAC will be a 'My Plan' that states how the young person's needs will be met and who is responsible for recommended actions..

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Statutory Assessment of Needs (EHC)

When a DAF has been completed and the school has taken relevant action to address the Special Educational Needs and/or Disabilities of the student and the young person does not make expected progress, SchoolsCompany Central Devon Academy and parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the process of review helps to support the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The academy holds annual review meetings on the behalf of Devon LA and completes the appropriate paperwork for this process.

Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the academy and other professionals to ensure that their child's needs are identified properly and met as early as possible.

SchoolsCompany Central Devon Academy supports parents / carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision- making process about special educational provision

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These services are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

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Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Student Voice

Students are given opportunities to express their views throughout the assessment and planning process. They will be invited to review meetings and will have an opportunity to give their opinion either directly or via their personal mentor.

Continuing Professional Development (CPD) for Special Educational Needs

- The SENDCO and other SLT members provide regular CPD to SchoolsCompany Central Devon Academy staff in specific aspects of meeting the needs of students with SEND
- Teaching assistants are engaged in an ongoing training to develop their role in the classroom
- Other professionals, such as the Educational Psychologist or the school nurse are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions
- Staff are encouraged to share good practice through staff meetings and curriculum planning.

Personal Budgets

Personal Budgets are only available to students with an Education, Health and Social Care Plan (EHCP) or students who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

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Roles and Responsibilities

The Governing Body

The Governing Body follows the guidelines as laid down in the SEND Code of Practice (2014) to:

- make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the academy alongside students who do not have SEND
- designate a teacher to be responsible for coordinating SEND provision
- inform parents/carers when they are making special educational provision for a child

The Principal

The Principal has responsibility for the day-to-day management of all aspects of the academy’s work, including provision for children with special educational needs. The Principal keeps the Governing Body fully informed on Special Educational Needs issues. The Principal works closely with the SENDCO and the Governor with responsibility for SEND

Additional and Complex Needs Coordinator

In collaboration with the Principal, the SENDCO determines the strategic development of the SEND policy and SEND provision with the ultimate aim of raising the achievement of students.

The SENDCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. She /he provide relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of students’ achievements and setting targets, the SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

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The principle responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND students and reporting on progress
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-academy training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with other providers to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for students with SEND
- Leading on the development of high quality SEND provision as an integral part of the academy improvement plan
- Working with the Principal and the Governing Body to ensure that SchoolsCompany Central Devon Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the SchoolsCompany Central Devon Academy SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Teaching assistants liaise with the teacher on planning, on student response and on progress in order to contribute effectively to the graduated response.

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Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans normally specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision is planned and delivered in a coordinated way using the DAF paperwork. For those students with an Education, Health and Care (EHC) plan this is used as it brings together health and social care needs, as well as their special educational provision.

SchoolsCompany Central Devon Academy recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010.

SEND Information Report

SchoolsCompany Central Devon Academy ensures that there is information on the school website about SEND. Governors have a legal duty to publish information on their websites about the implementation of the policy for students with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible.

The admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Equality Act 2010. Parents or carers seeking the admission of a student with mobility difficulties are advised to approach the academy.

Identification and Assessment of special educational needs

The academy is committed to early identification of special educational need. A range of evidence is collected through the Information Passport and Personalised Learning Plan procedure: if this suggests that the learner is not making the expected progress, the personal mentor/subject teacher will consult with the SENDCO in order to decide whether additional and / or different provision is necessary.

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Provision that is additional to or different from that available to all other students will be recorded in the Personal Learning Plan (PLP). The PLP will set targets for the student and will detail:

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The PLP will be reviewed at least once a term and the outcomes will be recorded. Students will participate fully in the review process. Parents / carers and professionals will also be invited to participate in the target-setting and review process.

The academy will liaise with Careers South West and other agencies to arrange Transition Plans for students with SEND who may benefit from Transition Planning and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process. When students move to another school their records will be transferred to the next school within 15 days of the student ceasing to be registered, as required under the Education (Student Information) Regulations 2000

The academy's complaint procedures are available to parents/carers. Each student is allocated a personal mentor. This member of staff will work closely with parents/carers at all stages in his/her education and should be the first port of call in case of any difficulty. Parents/carers of students with SEN or disabilities whose concerns cannot be resolved by the usual academy procedures can request independent disagreement resolution. The academy will make further information about this process available on request.

GOVERNING BODY REVIEW SCHEDULE:

- Updated January 2016

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