ACADEMY TRUST

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Name of Policy	Special Education Needs and Disability– Inclusion and Access Policy
Lead	Mr Anwar, Associate Headteacher
Level	Local Governing Body
Governor Committee	BSII
Governor Approved	September 2022
Review Frequency	2 years
Version No.	2
Next Review	Autumn Term 2024
Reviewed	14th October 2014 BSII Meeting
	October 2016
	Minor changes made in September 2018
	23/11/18 – Reviewed by Tony Stonehewer
	September 2020 – minor updates
	September 2022 – Minor updates
	September 2023 – Name change to lead

Special Educational Needs Inclusion and Access Policy

1.0   Principles and Objectives

1.1   Arden Academy recognises and values the individuality of all pupils. It is committed to giving all students every opportunity to achieve the highest standards. This includes all pupils regardless of gender, ethnicity, sexual orientation, physical status and ability.

1.2   We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. One such barrier is a special educational need and Disability (SEND).

1.3   We have regard to the definition of SEND stated in the SEND Code of Practice 2015. Children have SEND if they have a learning difficulty, which calls for special educational provision to be made for him or her or has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents him or her from making use of the facilities of a kind generally provided for others of the same age in main stream schools or main stream post-16 institutions.

1.4   Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.5   Within our inclusive framework, all teachers at Arden have a responsibility to deliver quality first teaching for all.

2.0   Aims

2.1   We endeavour to monitor all pupils who are not making adequate progress in four broad areas:
- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical development

2.2   We will work closely with all parents to listen to their views and engage them in decision making in order to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. Parent/carer involvement and support is vital to the success of the education of all children.

2.3   We aim to monitor progress of all pupils as an ongoing process, which enables early identification of any children who may require additional or different provision to be made. We believe that **all** practitioners are responsible and should differentiate the curriculum according to the needs of the children in their care.

2.4   We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for Equal Opportunities, Bullying, Racism and Teaching & Learning.

2.5 All pupils are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

2.6 Equality of opportunity is ensured by meeting the differing needs of specific groups:

    2.6.1 Girls and boys

    2.6.2 Students with Special Educational Needs

    2.6.3 Students who are disaffected

    2.6.4 Children at risk of exclusion

    2.6.5 Gifted and talented

    2.6.6 Students for whom English is an additional language

    2.6.7 Students who require support because of physical disability

    2.6.8 Students from minority ethnic/ religious/ cultural groups

    2.6.9 Pupils from disadvantaged backgrounds (pupil premium/FSM)

    2.6.10 Pupils in care of the local authority

    2.6.11 Pupils of all sexualities and transgender pupils

2.7 We aim to ensure that students are:

    2.7.1 Encouraged to celebrate diversity

    2.7.2 Made to feel secure and safe

    2.7.3 Taught and encouraged to respect and value different groups from a range of social, religious and cultural backgrounds (e.g. via Tutorial Worship and PSHE)

    2.7.4 Encouraged to respond appropriately, and report any incidents of discrimination

    2.7.5 Encouraged to participate fully in all aspects of school life

    2.7.6 Made to feel valued and have their successes celebrated.

2.8   The policy also seeks to help fulfil the Every Child Matters – Removing Barriers to Achievement initiative, which outlines five key outcomes for children.

    2.8.1   Being healthy

    2.8.2   Staying safe

    2.8.3   Enjoying and achieving

    2.8.4   Making a positive contribution

    2.8.5   Achieving social and economic wellbeing

3.0   <u>Policy in Practice</u>

3.1   Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

3.2   Pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress. This will involve the parents/carers and children working in partnership with the school. All children and young people are entitled to an education that enables them to make progress so that they:

- o   Achieve their best
- o   Become confident individuals living fulfilling lives
- o   Make a successful transition into adulthood where they enter employment, further or higher education or training

3.3   All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by taking account of the inclusion statement in National Curriculum.

    3.3.1   Setting suitable learning challenges

    3.3.2   Responding to pupils' diverse learning needs

    3.3.3   Overcoming potential barriers to learning and assessment for individuals and groups of pupils

3.4   We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school. Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

4.0 <u>Structure and Resources</u>

4.1 Drawing on national policy and commonly-held good practice amongst schools, the Learning Support Team divides its remit into two main categories:

   4.1.1 **SEND Support** – The main umbrella term used within the school for needs presented by students that cannot be met by universal/wave one approaches. This includes those students who have been formally identified by specialists as having conditions such as ADHD, ASD and Dyslexia-Tendencies etc. It also includes students with physical and sensory disability.
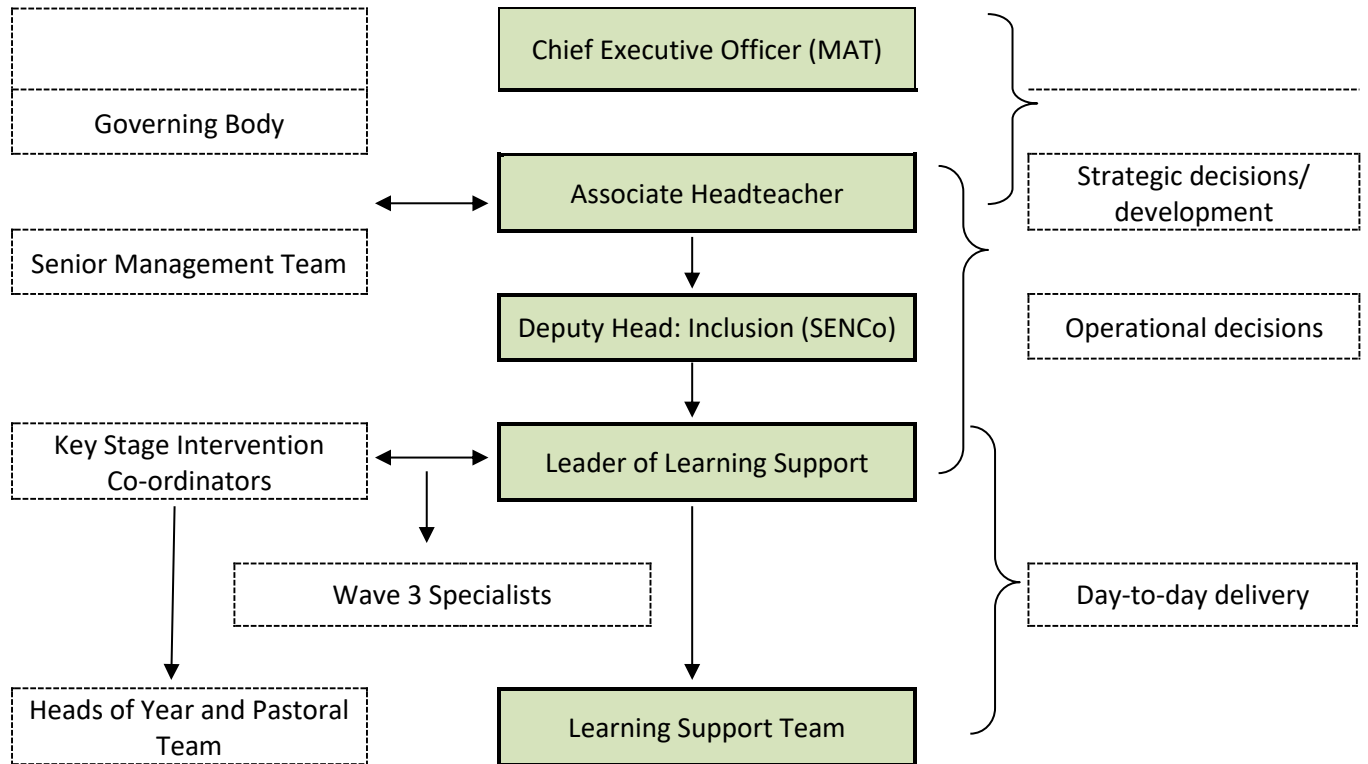
   4.1.2 **EHC Plan –** Students who have obtain an EHC plan through a statutory assessment.   This is a legal document that is reviewed annually.

4.2 Two further separate areas that the Learning Support Team has substantial input into is providing support for students identified as:

   4.2.1 **English as an Additional Language** – A sub-section of Additional Needs referring specifically to students who were born in Britain for whom English is not the first language at home and for students not born in Britain, having arrived in the country after the acquisition of their first language (typically 5 years old or over). Within this, there is the sub-section of 'International New Arrivals' – that is, those students who have arrived in the UK within the previous three years.

   4.2.2 **Medical Needs** – A sub-section of Additional Needs referring specifically to students with a medical condition that is permanent/ ongoing and is likely to interfere with attendance to school and participation in a full mainstream curriculum. The main office will be the main place of reference for these students and be responsible for maintaining associated documentation and medication. Learning Support will provide assistance to help students to access the curriculum on a temporary or long term basis.

4.3 **Staffing Structure** - From April 2012, the department was incorporated into the new pastoral team staffing structure.

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   Governing Body                                             ⎟   ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐
└ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┘        ┌──────────────────────────┐    ⎦    Strategic decisions/
                        ◄───►│   Associate Headteacher   │   ⎤        development
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 Senior Management Team                    │                 ⎟
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                              ┌──────────────────────────┐   ⎦    Operational decisions
                              │ Deputy Head: Inclusion (SENCo) │ └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┘
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┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐                      │
 Key Stage Intervention  ◄───►  ┌──────────────────────────┐ ⎤
   Co-ordinators                │  Leader of Learning Support │
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        │                 ▼                 │                 ⎟   ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐
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        │              Wave 3 Specialists    │                 ⎟   └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┘
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 Heads of Year and Pastoral   │   Learning Support Team   │
        Team                  └──────────────────────────┘
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4.4 **Co-ordination of SEND Provision -** The SENCO (Special Educational Needs Co-ordinator) for our school is Mr Anwar.
The **SENCo** is responsible for:

4.4.1 Co-ordination of the provision for children with special educational needs

4.4.2 Agreement service level agreements to support our provision

4.4.3 Liaison with the EHCP Officer concerning the admission of pupils with an education health care plan (EHC)

4.4.4 Liaising with Governing Body regarding SEND matters

4.4.5 Contributing to the in-service training of staff

4.4.6 Liaison with the Leader of Learning Support to monitor the quality of SEND provision

4.4.7 Co-ordinating the links between SEND and Pastoral systems

4.4.8 Liaison with Leader of Learning Support concerning transition of SEND pupils

4.4.9 The day to day operation of the School's SEND Policy

4.4.10   Liaison with outside agencies

4.4.11   Liaison with parents

4.4.12   Liaison with subject and pastoral staff

4.4.13   Attending a weekly Pastoral Management Team meeting

4.4.14   Monitoring of SEND pupil progress

4.4.15   Monitoring of EAL progress

4.4.16   Identification and assessment of pupils with SEN

4.4.17   Organisation of intervention strategies

4.4.18   Management of support staff

4.4.19   Overseeing information gathering and allocation of support during transition: KS2 to 3

4.4.20   Overseeing information gathering and allocation of support during internal transition: KS3 to 4 and KS4 to post 16 provision

4.4.21   Liaison with SENCO when considering service level agreements

4.4.22   Review the cost effectiveness of SEND provision

4.4.23   Advise on access arrangements for examinations

4.4.24   Linking systems for pastoral and SEND departments

4.4.25   Liaise with parents and direct their requests to appropriate professionals if necessary.

The **Leader of Learning Support** is responsible for:

4.4.26   Setting and modelling high professional standards

4.4.27   Primary school transition

4.4.28   Leading the LSA team, including monitoring and guiding LSA's in their professional development

4.4.29   Liaising with Heads of Department with regard to LSA support

4.4.30   Co-ordinating tracking and monitoring of pupil progress and contributing to departmental self-assessment

4.4.31 Small group teaching and the organising of interventions

4.4.32 Running mentoring groups

4.4.33 Identify and test candidate's requirements for access arrangements and co-ordinating further testing

4.4.34 Organise the provision for the appropriate additional support in exams and controlled assessments as prescribed through the access arrangements, including the deployment of LSAs to read, scribe and prompt students.

4.4.35 Oversee the hours worked by casual staff and their submission to the main office

4.4.36 Liaise with parents and direct their requests to the appropriate professionals if necessary.

4.4.37 Co-ordinate the apprenticeships in partnership with Solihull College, including monitoring and guiding their professional development

4.5   **Support staff -** All teaching staff have a responsibility for the progress and well-being of all pupils in their classes. In addition, the school employs a team of Learning Support Assistants, administrative and support staff.

4.5.1   There are a number of children with EHC plans in our school who receive individual and group support, which is provided by the Learning Support Assistants. All LSAs work with a range of students and monitor a group of pupils.

4.6   **Outside Agencies** - Multi-agency co-operation is in place to ensure provision meets the needs of all children. We link with voluntary organisations, health and social service departments, and the LEA. We work on a regular basis with the following:

5.0   Personalising the Curriculum

5.1   The school makes every effort to meet the learning needs of its pupils by offering a full and appropriate range of courses.

5.2   For some students this may mean modification of the curriculum. In exceptional cases this could mean disapplication. This will only occur after thorough consultation with parents and staff supported by analysis of all relevant data. It would also only take place after extra support had been given and deemed to have failed to meet the individual's needs.

5.3   Alternative action could include :

5.3.1   Support from external specialists eg EAL.

5.3.2   Slimming down the curriculum and offering extra support for basic skills

5.3.3   College courses

5.3.4   Extended work experience

5.3.5   Support from learning mentors

6.0   Partnership with Parents

6.1   Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

6.2   We share information with parents/carers in informal conversations and individual meetings.

6.3   Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the student both in school and at home.

6.4   Parents/carers are encouraged to use the Solihull Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.

6.5   We promote a culture of co-operation between parents, schools, LEAs and others. Parents are encouraged to contact the School in cases of difficulty or crisis

7.0   Pupil Participation

7.1   Children have a right to receive, and make known, information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

7.2   We will encourage pupils to participate, where possible, in all the decision making processes, including assessment of needs, setting targets and contributing to their student learning plans, discussing their choices, and attending reviews.

7.3   We will also encourage pupils to take responsibility for their learning by monitoring their own performance.

8.0   The Role of the Governing Body

8.1   The governor with responsibility for SEND is Sarah Bloomer.

8.2   The governing body should:

8.2.1   Ensure that provision is made for pupils who have SEN

8.2.2   Have responsibility for the Academy's provision as outlined under the DDA 2010.

8.2.3   Ensure that a pupil with SEND joins with all pupils in the activities of the Academy together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources

8.2.4   Have regard to the Code of Practice when carrying out its duties to pupils with SEN

8.2.5   Be kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

8.2.6   See that the quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually and sent to parents.

8.2.7   Ensure that SEND provision is an integral part of the Academy Action Plan.

9.0   <u>Admissions</u>

9.1   Provision for children with SEND is a matter for the Academy as a whole.

9.2   We welcome all children to our Academy and endeavour to ensure that appropriate provision is made to cater for their needs.

9.3   All children with SEND play a full part in the daily life of the Academy and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.

9.4   Pupils with EHC plans are admitted into the Academy and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

9.4.1   Due to the amount of interest expressed in the Academy from prospective parents with a child with a EHC Plan, it would be unrealistic to hold an informal meeting with every enquiry before the admission process has formally begun. We therefore would look to hold a meeting with parents if their child attends one of our feeder primary schools or have children that already attend the school.

10.0   <u>Transition Arrangements</u>

10.1   We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils.

10.2   The SENCO and the Leader of Learning Support visit all primary feeder schools and attends reviews of EHC pupils who are part of a graduated response who have SEND support in Year 6 where appropriate.

10.3   The Lead LSA will visit junior schools to observe children and consult with relevant staff.

10.4   We also arrange extra visits for students and parents in the Summer term before transfer, where needed.

10.5   We encourage liaison between schools and ensure records contribute to the future planning for the benefit of the pupils.

10.6   We have contact with further education providers and will invite representatives to final reviews where appropriate. Representatives from Connexions can be invited to all reviews for statemented pupils from Year 9 onwards and support is coordinated by our careers advisor, Stephen Brady, for all pupils requiring SEND support.

10.7   The Lead LSA visits our primary feeder schools in order to facilitate transfer.

11.0   <u>Resources</u>

11.1 A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.

11.2 We intend to develop our resources to support children with SEND that link with priorities stated in the Academy's development plan.

11.3 We have a resource base of books/equipment/materials available for children with SEN.

12.0 <u>Assessment</u>

12.1 If further assessment is required we use the LEA Specialist Inclusion Support Service to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.

12.2 Regular monitoring and review of identified pupils who are 'at risk of failing to meet their potential'

12.3 The use of key assessments in all subject areas to track achievement and set targets for improvement

12.4 Analysis of KS3 & GCSE data to identify the performance of specific groups eg. gender differences.

12.5 Regular evaluation of support to measure its effectiveness.

12.6 Monitoring and amendment of the curriculum to provide a range of courses and provision to suit the needs of all pupils

12.7 Raising staff awareness of the needs of all pupils/specific groups via sharing good practice sessions and dissemination of information on individuals and specific groups

12.8 Regular updating of information to staff on individuals

13.0 <u>Review</u>

13.1 The SEND and Inclusion Policy is subject to a regular cycle of monitoring evaluation and review.

13.2 The SEND and Inclusion Policy should also be read alongside the Student Behaviour and Equality Policies as they are directly linked.

13.3 The SENCO ensures that all appropriate records are kept and available when needed. These can be a source of invaluable information for teachers in the next further educational establishment.

14.0 <u>Arden Academy Responses to SEND Code of Practice</u>

14.1 The graduated response, adopted in the Academy, recognises that there is a Continuum of needs. This is recommended in the SEND Code of Practice and is in line with the LEA policy.

14.2 The Academy follows a staged approach in line with more in depth identification criteria:

    14.2.1 **All pupils with an identified Special Educational Need are classified as SEN Support** – In accordance with the SEND Code of Practice we adopt the suggested approach of:
        "Assess - Plan – Do – Review"
    14.2.2 If a student is not making adequate progress, wave one and wave two responses are expected to narrow the gap within approximately three academic terms (3 half terms), the process as outlined above is a continual process. In the event that existing interventions are not working we would identify this in the review and then refer to use of a wave 2 or 3 intervention to further support the pupil.

Access to wave two and wave three responses is expected to narrow the gap between their academic performance and peers within approximately six further academic terms.

14.3 If a learning plan is implemented, it will be continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved. Learning plans will not be used for all students under the advice and guidance of Solihull LEA, but will be used for all students with a EHC of SEND or where it would seem appropriate.

14.4 In a very few cases it may be necessary for the Academy to consider, in consultation with the parents and any outside agencies involved, whether a EHC needs assessment may be necessary. We use the LEA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an EHC plan of special educational needs may be issued by the LEA.

14.5 In line with new recommendations from Ofsted (2019), we have a category of 'Monitoring' to avoid over identification of our students.

    14.5.1 **Monitoring** - these are to be students who are viewed to be at substantial risk of not making adequate progress but are currently making adequate progress through wave one responses and are reported to have no immediate foreseeable difficulties.

15.0 Equalities Act, Special Needs and Access Arrangements

15.1 The Equalities Act 2010 extends to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

15.2 A specialist teacher and the Leader of Learning Support will determine a candidate's special needs requirements. This will be based upon standardised testing scores and a history of need. If a history of need cannot be proven then access support may not be granted. This must be

based on the principle of a 'need' rather than 'want'. As a centre, we do not accept recommendations made in occupational reports and private independent tests.

15.3   The provision will be in line with the regulations given by the Joint Council for Qualifications (JCQ) 'Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational qualifications' document which is published annually, taking affect from 1st September to the 31st August of each academic year.

15.4   Access arrangements allow pupils to show what they know and can do without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of the disabled candidate without affecting the integrity of the assessment.

15.5   In this way awarding bodies comply with the duty of the Equality Act 2010 which requires an awarding body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in comparison to someone who is not disabled.

15.6   The arrangement(s) should reflect what support is usually given to the candidate in the classroom and/or in internal school tests and mock examinations. This is commonly referred to as 'normal way of working'. However, there may be restrictions on the use of a particular access arrangement, since it must not compromise the skills being tested in the assessment. The regulations clearly state that access arrangements must not give candidates an unfair advantage. They are intended to give candidates a level playing field on which to demonstrate their skills, knowledge and understanding.

15.7   If the centre fails to comply with the regulations contained in this JCQ document, it could constitute malpractice, which may affect the pupil's result(s) and the integrity of the centre's professionals, which would have implications for all students with access arrangements. Failure to comply is defined as putting in place access arrangements that are not approved, or permitting access arrangements within the centre, which are not supported by appropriate evidence.

15.8   The Leader of Learning Support will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The Leader of Learning Support can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

15.9   Making special arrangements for candidates to take exams is the responsibility of the exams officer, informed by advice from the Leader of Learning Support. Completing access arrangement applications is the responsibility of the Leader of Learning Support; submitting these to the awarding bodies is the responsibility of the exams officer. The exams officer in consultation with the Leader of Learning Support will arrange rooming for candidates with specific access arrangements. Allocation of staff to support access arrangements for candidates will be organised by the Leader of Learning Support, Lead LSA and with the exams officer.

15.10   Parents will be informed by letter if testing is being undertaken and the subsequent results explaining the access arrangements that are to be offered.

16.0   Procedures for Concerns

16.1   We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the SENCO/Leader of Learning Support or Year Head in the first instance and a response will be made as soon as possible.