

Special Educational Needs and Disabilities (SEND) Policy

1. Purpose

- 1.1 This policy is designed to assist Chapelton Academy (henceforth, “the Academy”) in ensuring it is fully supportive of all its students so that they achieve as highly as possible;
- 1.2 It sets out the general process for supporting students and makes reference to how external agencies may be used to assist them;
- 1.3 The policy provides guidance for parents / carers and students with SEND;
- 1.4 It should be read in conjunction with the Academy’s Equal Opportunities and Inclusion Policy (Students), the Behaviour Policy and the Accessibility Plan;
- 1.5 This policy has been written in order to make sure that the learning needs of all students are met while also ensuring that the Trust and Governing Body meet associated statutory requirements in terms of the SEND Code of Practice 0-25 years (June 2014), the Children and Families Act (2014), the SEND regulations 2014, the 2010 Equality Act, draft guidance on Supporting Pupils at School with Medical Conditions (Feb 2014) and the Disability Discrimination Act (DDA);
- 1.6 Further guidance may be sought from the Academy’s SENCO. IN 2016-2017 this is the Student Services Manager, Amanda Southworth (asouthworth@chapeltonacademy.com).

2. Definitions

- 2.1. A student may be said to have **Special Educational Needs** (SEN) if he or she has a significantly greater difficulty in learning than the majority of the Academy’s students of the same age, taking into account the nature of the Academy;
- 2.2. A student may be said to have a **disability** if he or she has a disability that prevents or hinders him or her from making use of the educational facilities and opportunities available at the Academy;
- 2.3. Many students who have SEN may 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’. ‘Long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those with SEN. Where a student requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.
- 2.4. Policy and procedures in relation to students with SEN are made in accordance with the Children and Families Act (2014); those in relation to students with disabilities are made in accordance with

the Equality Act (2010). Some students will be covered by both SEN and disability legislation. The term SEN in this document should be taken to include the term sometimes used in education, Learning Difficulties and Disabilities (LDD).

2.5. There are four broad areas of need into which SEND may fall. However, it should be noted that (i) these are not exhaustive; (ii) some SEND may cross categories; and (iii) students should be treated as individuals, rather than as members of a category. The categories will, however, guide the Academy in ensuring it has appropriate support for students with SEND:

- i. **Communication and interaction:** Students 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 they do not understand or use social rules of communication. The profile for every young person with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.
 - ii. **Cognition and learning:** Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. It is unlikely that the Academy could provide suitable education for young people with Severe Learning Difficulties or Profound and Multiple Learning Difficulties. However, anticipatory provision will be made for students with Moderate Learning Difficulties, including Specific learning difficulties (SpLD), which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
 - iii. **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. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
 - iv. **Sensory and/or physical needs:** Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may fluctuate over time. Students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will be provided with specialist support and/or equipment to access their learning. Some young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
- 2.6. **Special educational provision (SEP)** is educational or training provision that is additional to or different from that made generally for young people of the same age at the Academy. It encompasses the term often used in education, Additional Learner Support (ALS). High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students, and this is not SEP. Some students need educational provision that is additional to or

different from this. This is under Section 21 of the Children and Families Act 2014.

3. Principles

- 3.1. The Academy is committed to offering all its students a learning experience which is both challenging and rewarding and prepares them for entry to leading universities, employment and further education or training as appropriate. This includes students with SEND;
- 3.2. The Academy is committed to providing an inclusive learning environment for all sections of the community, including students with SEND. The Academy aims to ensure that students meet their qualification aims, and raise their aspirations in order to develop their full potential;
- 3.3. Addressing individual learning requirements is critical to the success of all individuals at the Academy, including students with SEND;
- 3.4. The Academy will have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled students;
- 3.5. The Academy will not directly or indirectly discriminate against, harass or victimise disabled students;
- 3.6. The Academy will take into account the views, wishes and feelings of the student, and their parents or carers;
- 3.7. The Academy acknowledges the importance of the student, and the student's parents or carers, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions;
- 3.8. The Academy further acknowledges the need to support the student, and the student's parents, in order to facilitate the development of the student and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood;
- 3.9. All children and young people are entitled to an education that enables them to make progress so that they:
 - achieve their best;
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training.

4. Implementation

- 4.1 No young person who meets the Academy's general entry requirements will be refused admission on the grounds of SEND;
- 4.2 All documents published by the Academy, including applications forms and other admissions documents, are available in a variety of formats;
- 4.3 The Academy will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared with their peers;
- 4.4 The Academy's buildings will be compliant with the DDA and will be as accessible as possible for students with SEND;

- 4.5 The Academy will ensure at induction that all students know where to go for support with SEND;
- 4.6 The Academy will anticipate SEND in relation to the four categories outlined above and will plan accordingly; planning will further take into account any students whose needs do not fit into any of these categories and who accept an offer of a place at the Academy.
- 4.7 The Academy's accessibility plan sets out plans to increase access for disabled pupils to the curriculum, the physical environment and to information. This will be published on the Academy's website together with other information required under the Children and Families Act (2014);
- 4.8 The Academy undertakes to work in coordination with the local authority in the interests of all students with SEND;
- 4.9 The Academy will bring to the attention of the relevant local authority (Section 24 of the Children and Families Act 2014) any student who is newly diagnosed with SEND whilst at the Academy and may request the local authority to make an assessment for an Education and Health Care (EHC) Plan;
- 4.10 The Academy will co-operate with the local authority on arrangements for young people with SEN and in reviewing the provision that is available locally and in developing the Local Offer.
- 4.11 The Academy has a duty to admit a young person if the institution is named in an Education Health and Care (EHC) plan.
- 4.12 The Academy will work together with the local authority to help students to realise their ambitions in relation to:
- Higher education and/or employment - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies;
 - Independent living - enabling people to have choice and control over their lives and the support they receive; their accommodation and living arrangements including supported living;
 - Participating in society - including having friends and supportive relationships, and participating in, and contributing to, the local community;
 - Being as healthy as possible in adult life.
- 4.13 Students who achieve exceptionally well academically are supported, where appropriate, by extension material and other forms of support such as undergraduate mentoring and access to advanced resources;
- 4.14 The Academy will know precisely where students with SEN are in their learning and development. The Academy will:
- ensure decisions are informed by the insights of parents and students;
 - have high ambitions and set stretching targets for all students;
 - track their progress towards these goals;
 - keep under review the additional or different provision that is made for them;
 - promote positive outcomes in the wider areas of personal and social development;
 - ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.
- 4.11 Leaders and managers will establish and maintain a culture of high expectations that expects those working with students with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well;
- 4.12 The Academy will ensure that students with SEN engage in the activities of the school alongside students who do not have SEN;

- 4.15 The Academy will designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO). It should be noted that a SENCO in this context (16-19 Academy) is not subject to the same statutory requirements as a SENCO in a school; however, we will ensure that the SENCO at the Academy fulfils comparable roles and responsibilities;
- 4.16 The Academy will inform parents / carers when they are making special educational provision for a student;
- 4.17 The Academy will prepare a report on the implementation of SEN policy and arrangements for the admission of disabled students, the steps being taken to prevent disabled students from being treated less favourably than others, the facilities provided to enable access to the school for disabled students and an accessibility plan showing plans to improve access progressively over time;
- 4.18 The Senior Leadership Team (SLT) will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement;
- 4.19 The quality of teaching for students with SEN, and the progress made by students, will be a core part of the Academy's performance management arrangements and its approach to professional development for all teaching and support staff;
- 4.20 School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching;
- 4.21 The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils;
- 4.22 SLT will regularly review and evaluate the breadth and impact of the support on offer;
- 4.23 The Academy will publish information to demonstrate compliance with this general duty and will prepare and publish objectives to achieve the core aims of the general duty. The Academy's overarching objective in this respect for 2015/6 is that Key Performance Indicators (KPIs) for all groups of students, including those with SEND, should be within 5% of average. KPIs monitored and reported on include those in connection with: applications, offers, acceptances, enrolments, retention, achievement, success, exclusions, appeals, complaints, grade profile, destinations, and attendance;
- 4.24. The Academy will use its best endeavours to secure the SEP which its students need, whether or not students have Education Health and Care (EHC) plans.

5. Transition

- 5.1 The Academy will work with schools to ensure that students are supported in building on achievements at school and helped in their progress towards adulthood;
- 5.2 The Academy recognises that some young people will want a fresh start when leaving school to attend the Academy and any sharing of information about their SEN should be sensitive to their concerns and done with their agreement;
- 5.3 The Academy will support children with SEND and their parents / carers by communicating with them about the provision on offer. This will include taster days and visits designed to enable

- students with SEND and their parents /carers to make informed choices about progression at 16;
- 5.4 The Academy will support applicants with SEND and their parents /carers in making contingency plans in case the student does not achieve the required GCSE results for entry to the Academy;
 - 5.5 The Academy will provide support in their GCSE preparation for any student with SEND in Year 11 who accepts an offer at the Academy. Such support might include, for example, one-to-one mentoring, revision classes and/or study skills classes. In all such cases, the Academy will discuss support with the student and his/her parents/carers and will seek external advice and guidance from specialist agencies as appropriate (whilst maintaining confidentiality);
 - 5.6 The Academy has a 'tell us once' approach so that families and young people do not have to repeat the same information unnecessarily.

6. Identifying SEND

- 6.1 The Academy will identify students who are likely to benefit from SEP prior to entry or as quickly as possible after their entry to the Academy;
- 6.2. The Academy will give all applicants opportunities before and at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning. On application, applicants can self-identify as having SEND on the application form and/or at interview. At enrolment, there are further opportunities to declare SEND. Students can make such a declaration at any point during their time at the Academy;
- 6.3. If a student makes a declaration the SENCO will arrange a meeting with the students and their parents / carers to discuss with the student how they will provide support;
- 6.4 The Academy may identify other students with SEND through contact with their previous school or with the LA or through parents / carers;
- 6.5 Some students may not have been identified with SEND before and the Academy may be the first to identify some SEND;
- 6.6 For some students, SEND become evident only as they develop. Parents know their children best and it is important that all staff listen and understand when parents express concerns about their child's progress. They should also listen to and address any concerns raised by young people themselves;
- 6.7. Identification of SEND may happen through initial diagnostic tests administered in each subject within the first month of the academic year, or through assessments made of student progress / behaviour later in the year.
- 6.8 Teachers and tutors should make regular assessments of progress for all students. These should seek to identify students making less than expected progress. It can include progress in areas other than academic attainment. For instance, this might be in terms of the students' participation in CBT or their progress in soft skills;
- 6.9 Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health

issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the early help assessment, may be appropriate;

- 6.10 Staff should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to students having SEN but it can have an impact on well-being and sometimes this can be severe;
- 6.11 Teaching staff's first response to students making less than expected progress should be high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the subject teacher will work with the SENCO to assess whether the child has SEN. If a member of staff considers that a student may have SEND, then the student will be referred to the SENCO, who will arrange for further investigation and support. While informally gathering evidence (including the views of the student and their parents / carers) the Academy will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support can help identify their particular needs;
- 6.12 The Academy recognises that some students will be particularly high achievers and as such they may not have been identified as requiring additional support before;
- 6.13 The Academy recognises that some students may require particular support with English as an additional language. Identifying and assessing SEN for young people whose first language is not English requires particular care. In such cases, the Academy will look carefully at all aspects of a student's performance to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEN;
- 6.14 All staff will be trained during induction to identify possible signs of SEND.

7 Decision to offer SEP

- 7.1 The Academy recognises that some students may be reluctant to accept diagnosis or support and will at all stages work in discussion with students and, when possible, their parents / carers;

- 7.2 Where a student is identified as having SEND and needing SEND support, the Academy will bring together all the relevant information from the school, from the student, from parents / carers, from those working with the student and from any screening test or assessment the college has carried out. This information will be discussed with the student at a meeting with the SENCO. The student may be offered support at this meeting and might be accompanied by a parent / carer, advocate or other supporter. This discussion may identify the need for a more specialist assessment from within the Academy or beyond; Records of referrals to the SENCO and initial meetings will be kept by the SENCO and a note entered into the student's ISP. Where it is decided that a student does have SEN, the decision should be recorded in the school records and the student's parents **must** be formally informed;
- 7.3 Consideration of whether special educational provision is required will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents. The Academy will take into account the student's ambitions. This should then help determine the support that is needed and whether it can be provided by adapting the Academy's core offer or whether something different or additional is required;
- 7.4 The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life;
- 7.5 A clear date for reviewing progress should be agreed and the parent, student, SENCO and teaching staff should each be clear about how they will help the student reach the expected outcomes.

8. SEP at the Academy

- 8.1 Support should be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community;
- 8.2 Support should be evidence based. The SENCO will be aware of effective practice in the sector and elsewhere, and personalise it for the individual. The support and intervention provided should be selected to meet the student's aspirations, and should be based on reliable evidence of effectiveness and provided by practitioners with the relevant skills and knowledge;
- 8.3 All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the student's ISP, subject to considerations of confidentiality and privacy;
- 8.4 The subject teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should 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. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support;
- 8.5 Consideration will be given to the fact that a student with SEND may simply need more time to achieve outcomes which other students might achieve more quickly. For example, the Academy

might consider (i) reducing the student's expected commitment to other Curriculum Bonus Time activities to provide more time to concentrate on academic work; (ii) allowing a student to take two or three subjects rather than three or four; (iii) ensuring that extra time is applied for in examinations and is given during normal classes and mock examinations;

8.6 Special educational support at the Academy might also include, for example:

- assistive technology
- specialist tuition
- note-takers
- one-to-one and small group learning support;

8.7 The Academy will keep the needs of students with SEN or disabilities under regular review and will take a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary. The student will be closely involved at all stages of the cycle.

9. Involving specialists

9.1 The Academy will have access to external specialist services and expertise. This includes, for example, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services, supported employment services and therapists. They can be involved by the SENCO at any point for help or advice on the best way to support a student with SEN or a disability. Specialist help should be involved where the student's needs are not being met by the strong, evidence-based support provided by the Academy;

9.2 The Academy may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. The Academy will always involve a specialist where a pupil with SEND continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by the Academy. The student and their parents/carers should be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the student in the same way as other SEN support;

9.3 Where assessment indicates that support from specialist services is required, it is important that students receive it as quickly as possible. The Academy will consult the Local Offer to determine what support is available from different services and how it may be accessed;

9.4 The Academy will work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Such specialist services include, but are not limited to:

- Educational psychologists;
- Child and Adolescent Mental Health Services (CAMHS);
- Specialist teachers or support services;

- 9.5 The SENCO, together with the specialists, and involving the student and their parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed;
- 9.6 Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student is still not making the expected progress, the Academy or young person can consider requesting an assessment for an Education, Health and Care (EHC) plan.

10. EHC plans

- 10.1 The Academy will refer students to the local authority for an EHC assessment in accordance with 9.6 above;
- 10.2 The Academy will cooperate fully with the local authority in supplying information to help the authority make an EHC assessment;
- 10.3 The Academy undertakes to comply as far as it is able with any recommendations made in EHC plans for its students;
- 10.4 Where a student has an EHC plan, the local authority must review that plan annually, including reviewing their support. The Academy will co-operate with the local authority in the review process;
- 10.5 Local authorities can request (but not require) the Academy to convene and hold the review meeting on their behalf. Reviews are generally most effective when led by the educational institution. They know the young person best, will have the closest contact with them and their family and will have the clearest information about progress and next steps. Reviews led by the educational institution will engender the greatest confidence amongst the child, young person and their family;
- 10.6 There may be exceptional circumstances where it will be appropriate for the review meeting to be held by the local authority in a different location;
- 10.7 The following requirements apply to such reviews:
- The student and their parents /carers, the Academy's SENCO, a local authority SEN officer, a health service representative and a local authority social care representative **must** be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited, including youth offending teams and job coaches where relevant;
 - The Academy must seek advice and information about the young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting;
 - The meeting must focus on the young person's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves.

- Parents / carers and young people should be supported to engage fully in the review meeting;
- The Academy will prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report will set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other institution's recommendations and those of others attending the meeting.

11. Record keeping and reporting

- 11.1 The Academy will keep a student's record of support up to date to inform discussions with the student about their progress and support. This will include accurate information to evidence the SEN support that has been provided over a student's time in the Academy and its effectiveness. The Academy will record details of what additional or different provision they make to meet a student's SEN and their progress towards specified outcomes. This will include information about the student's SEN, interventions and the support of specialists. The information will be used as part of regular discussions with the student and, where appropriate, the parents / carers, about the student's progress, the expected outcomes and planned next steps. This information will be recorded on the student's ISP. This information may be required by the Local Authority if they decide to make an EHC assessment of the student;
- 11.2 The Academy will also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN;
- 11.3 Where students have EHC plans, the Academy will provide the local authority with regular information about the progress that student is making towards the agreed outcomes set out in their EHC plan;
- 11.4 Where a student has support from the local authority's high needs funding but does not have an EHC plan, the Academy will also provide information on the student's progress to the local authority to inform its commissioning;
- 11.5 The subject teachers will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the pupil. They should 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. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support;
- 11.6 The Academy provides regular progress reports to parents / carers and these will include details in connection with any SEP provided;
- 11.7 Regular parents' evenings provide opportunities for the Academy to talk to parents to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the Academy. These discussions will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. The views of the student should be included in these discussions. Extra time at parents' evenings will be made available for these

- discussions;
- 11.8 Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for students with SEN, the Academy will ensure that teaching staff are supported to manage these conversations as part of professional development;
- 11.9 A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the student and their parents. The student's ISP should be updated as appropriate..

12. Publishing information: SEN information report

- 12.1 The governing body will publish information on the website about the implementation of the policy for students with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information given is set out in the Special Educational Needs and Disability Regulations 2014 and will include information about:
- the kinds of special educational needs that are provided for;
 - policies for identifying young people with SEN and assessing their needs, including the name and contact details of the SENCO;
 - arrangements for consulting parents of children with SEN and involving them in their child's education;
 - arrangements for consulting young people with SEN and involving them in their education;
 - arrangements for assessing and reviewing young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
 - arrangements for supporting young people in moving between phases of education and in preparing for adulthood;
 - the approach to teaching young people with SEN;
 - how adaptations are made to the curriculum and the learning environment of young people with SEN;
 - the expertise and training of staff to support young people with SEN, including how specialist expertise will be secured;
 - evaluating the effectiveness of the provision made for young people with SEN;
 - how young people with SEN are enabled to engage in activities available with young people in the school who do not have SEN;
 - support for improving emotional and social development. This will include pastoral support arrangements for listening to the views of young people with SEN and measures to prevent bullying;
 - how the Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting young people's SEN and supporting their families;
 - Arrangements for handling complaints about the SEP provided at the Academy;

- Details of how the Academy contributes to the Local Offer, including information on where the local authority's Local Offer is published.

13. Careers advice

- 13.1 The Academy will raise the career aspirations of their SEN students and broaden their employment horizons;
- 13.2 The Academy will use a wide range of imaginative approaches in this, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers;
- 13.3 The Academy will provide information, advice and guidance to students in relation to specific schemes designed to support students with SEND in employment.

14. Transition to higher education

- 14.1 Securing a place in higher education is a positive outcome for many young people with SEND. Where a student has this ambition, the level of provision and support provided at the Academy will help them to achieve that goal, wherever possible;
- 14.2** The Academy will advise students with SEND who wish to progress to HE about their option to apply for the Disabled Students Allowance (DSA). DSAs are available to help students in higher education with the extra costs they may incur on their course because of a disability;
- 14.3** The Academy will work with HE institutions to provide information, advice and guidance to students about the support available at specific universities.

15 Monitoring and quality improvement

- 15.1 Key performance indicators (retention, achievement, success, progression, grade profiles, attendance, exclusions, destinations, completion of soft skills passports) for students in receipt of SEP are monitored and compared (termly where possible) with KPIs for the student body as a whole;
- 15.2 The Academy's SAR reports on these KPIs in respect of students with SEP;
- 15.3 The Academy's annual Quality Improvement Plan outlines any actions which need to be taken as a result of any deviation of more than 5% from average KPIs. The Governor with responsibility for SEND /ALN monitors data and actions and help with recommendations for improved practice.

16. Training

- 16.1 High quality staff training is essential in securing positive outcomes for students with SEND and in contributing to the continuous improvement of the Academy in this respect;
- 16.2 The Academy's SENCO will receive appropriate training for the role;
- 16.3 All staff will receive training at induction in relation to SEND;

- 16.4 Further training will be provided during the course of the year;
- 16.5 Casestudies of success stories for those receiving SEP will be should be gathered and used to promote good practice;
- 16.6 Students and parents/ carers will be invited into the Academy to discuss the training needed by staff.

17. Complaints and appeals

- 17.1 Where a student or the student's parents or carers disagree with a decision to withdraw, withhold or alter ALS, they may request a meeting with the SENCO;
- 17.2 If the issue is not satisfactorily resolved at this stage, a meeting may be requested with the Head Teacher and/or the Governor with responsibility for SEND;
- 17.3 If the issue is still not resolved at this stage, then advice can be sought from the local authority;
- 17.4 Complaints can be made informally to the teacher or the Head Teacher / SENCO, or through the Academy's formal complaints process as outlined in the Complaints Policy;
- 17.5 If the complainant is dissatisfied after going through the Academy's own procedure they can take this up with the EFA. A copy of the EFA's procedure for handling complaints is available on the GOV.UK website.

18. Responsibilities

- 18.1 The Governing Body is responsible for ensuring that:
- all staff interact appropriately and inclusively with students who have SEN or a disability;
 - the Academy has appropriate expertise within the workforce;
 - A qualified teacher is designated as SENCO; curriculum staff are able to develop their skills, are aware of effective practice and keep their knowledge up to date;
 - staff are aware of their duty to identify and provide for students with SEND who require ALS;
 - the quality and impact of ALS provision is regularly monitored;
 - this policy is monitored and developed.
- 18.2 The Head Teacher is responsible for ensuring that:
- the Governing Body is informed about the requirement for and provision of SEP;
 - the SENCO is managed and trained appropriately.
- 18.2 The SENCO **has** day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual students with SEN, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- 18.3 The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for students with SEND ;
- liaising with the relevant Designated Teacher where a looked after student or student leaving care has SEND (in 2016-2017, both roles are taken by Amanda Southworth, Student Services Manager);
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- liaising with parents / carers of students with SEN;
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned;
- ensuring that the school keeps the records of all pupils with SEN up to date.

18.4 Form tutors are responsible for:

- Setting appropriate targets for individual students;
- Overseeing the day-to-day and longer term academic and pastoral progress of their tutees, including those receiving SEP;
- Liaising with the SENCO regarding their tutees who are receiving SEP;
- Reporting on their tutees' academic progress, social interactions and any behavioural issues;
- Monitoring the successful implementation of the ISP for all of their tutees;
- Informing the SENCO of any tutees who might benefit from SSA;

18.5 Teachers are responsible for:

- Knowing which students in their lessons (or activity or trip/visit) are receiving SEP and the nature of that SEP;
- Acting on advice from the SENCO (if necessary, via the ISP);
- Consulting the ISPs of the students in their classes;
- Implementing the recommended strategies and planning lessons with reference to the ISPs;
- Including information about planning for students with SEN on their Schemes of Work;
- Maintaining the confidentiality of the ISPs with the students;
- Providing SEP where appropriate.