



# **Dixons City Academy**

## **Policy Documentation**

### **Policy: Special Educational Needs**

**Responsibility for Review:  
Principal / SENDCO  
Date of Last Review: March 2017**

## Statement of Policy

Dixons City Academy is a fully inclusive learning environment where all students are empowered to succeed. We aim to ensure all students secure outstanding progress and achieve their potential: personally, socially, emotionally and academically; regardless of gender, ethnicity, religion, sexual identity, physical ability or special educational needs and will put in place any necessary reasonable adjustments to ensure that all students with identified needs achieve their potential. We recognise that any student in the school may face a barrier to learning for a wide range of reasons and the Individual Needs department will offer, plan and review support which that student may need for as long as that support is required.

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice (January 2015), with reference to the following guidance and documents:

- Equality Act 2010
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Articles 12 and 13 of the United Nations Convention of the Rights of the Child
- Accessibility Plan
- SEND Information Report
- The Academy's contribution to the Local Offer (available on the Academy website)

The ethos of the Academy and aims of the SEND policy are in line with those expressed in the SEND Code of Practice (2015):

1.39 With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- 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

### Policy Aims:

- To ensure that every child has equal access to participation in all aspects of academy life.
- To raise staff awareness of the need to effectively differentiate work to ensure equality of access and to provide support, training and development for all staff

- To involve the student and parent/carers in the decision making process regarding provision
- To ensure that a broad, balanced and appropriate curriculum is in place for all students, appropriately differentiated, so that all students are able to achieve their potential, recognising that the needs of the majority of students will be met through high quality teaching in the classroom.
- To provide Quality First Teaching
- To identify as early as possible those with SEND and the nature of those needs
- To ensure that where required, external sources of specialist support and advice are sought in a timely fashion
- To ensure early and accurate identification of SEND which in turn enables effective and impactful provision
- To regularly review the progress of students with SEND and the provision in place to meet their needs
- To inform parents/carers if the SENDCO feels that a student may have SEND which has not been identified during the primary phase of education
- To ensure successful preparation for adulthood, including independent living and employment
- To ensure compliance with the requirements of schools laid out in the SEND Code of Practice (2015) • To follow the assess-plan-do-review model as outlined in the SEND Code of Practice (2015)

## **Admission of Students with SEND**

The SEND Code of Practice states:

1.27 The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

Admissions authorities: - must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures - must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs - must not refuse to admit a child on the grounds that they do not have an EHC plan

The Academy admissions process for students with SEND *other than an EHCP* to the Academy is the same as that for students without SEND.

The Academy's Admission & Appeals policy is available to read in full on the Academy's website.

The policy is clear in its Aims that 'the Academy is committed to ensuring that those with Special Needs and vulnerable children are not treated less favourably than other applicants'. It outlines the process for all parents seeking the admission of their children to the Academy, including that for students with a statement of SEND/EHCP.

Parents/carers of disabled children or those with SEND who are applying for admission to the Academy are encouraged to contact the Special Educational Needs

and Disability Coordinator (SENDCO) – Mrs Nicola Hardy – to discuss and begin the planning for provision to address their child’s needs.

## **Principles of the SEN Code of Practice**

6.1 Every school is required to identify and address the SEND of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), **must:**

- use their best endeavours 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 SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO (this does not apply to 16 to 19 academies)
- inform parents when they are making special educational provision for a child
- prepare an SEND information report (see ‘Publishing information: SEND information report’, paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

## **Identification of SEN**

The SEND Code of Practice states that:

6.5 The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils.

Liaison with primary feeders, parents and external agencies is key to identifying need. In addition to this, we operate a comprehensive whole cohort entry assessment process which enables us to understand the full range of our students’ skills and needs on entry to the Academy in Year 7. This allows us to provide intervention from the outset, ensuring that all students are able to progress and succeed and also enables us to identify any SEND which may not have been identified at primary school. The assessments, which are administered during our two Transition Days, are as follows:

- Cognitive Ability Testing (CAT)
- Hodder Access Reading Test
- Dyslexia Screening
- Irlen Syndrome Screening
- Graded Word Spelling Test

The data provided by the assessments, in conjunction with information received from primary schools and from parents/carers and Key Stage 2 progress data, forms the basis of the planning process for allocating interventions to meet the needs of students with SEND. The same process is applied for students who are admitted to the Academy other than at the beginning of Year 7.

The Academy is aware that the SEND of some students will become apparent later in their schooling and have additional methods in place to accurately identify SEND other than through the methods outlined above. These include:

- Concerns raised by the student, parent/carers or members of staff
- Monitoring of progress data indicated that a student is not making expected progress

The SEND Code of Practice (2015) defines a student with SEND as:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

## **Requests for Statutory Assessment of SEND**

If, despite sustained and significant intervention, the SENDCO feels that a student is not making expected progress or if the support a student requires exceeds 16 hours a week she will submit a request to the Local Authority for statutory assessment of that student's SEND. The Local Authority will seek the advice of all professionals involved with the student, parent/carers and the student themselves. If the Local Authority is satisfied that the student's SEND fall into Range 4 or above in their model then an EHCP will usually be issued.

## **Provision and Support for Students with SEND**

City of Bradford MDC has published their report explaining to parents how they, as a local authority, are meeting the needs of students with SEND in the district. It is based on the SEND Code of Practice's (2014) graduated approach of Assess-Plan-Do-Review and categorises needs into 'ranges' using a Range Model to assess the level of need. It is available to read via the link below:

<http://localoffer.bradford.gov.uk/>

We have published our Academy offer on the Academy website which can be read by accessing the following link:

<http://www.dixonsca.com/index.php/disabilities-and-sen>

Our Academy Offer explains how we meet the needs of students with SEND who fall into Ranges 1 -3 of Bradford's range model. These were previously known as the

SEND categories of School Action and School Action Plus and now fall into the new single category of SEND School Support.

The Academy provides for the types of SEND detailed below and we have broken our Academy Offer down into those categories:

Communication and Interaction	Speech, Language and Communication Needs Autism Spectrum Disorders including Asperger's
Cognition and Learning	Specific Learning Needs including Dyslexia, Dyscalculia, Dyspraxia Moderate Learning Difficulties
Social, Emotional and Mental Health	Attachment Disorder ADHD/ADD Social Needs Emotional/Mental Health Needs including self-harm, anxiety, eating disorders, alcohol and substance abuse
Sensory and/or Physical	Visual Impairment Hearing Impairment Physical Disability

Students whose Special Educational Needs fall into Range 4 or above on the Local Authority's model will have a statement of SEND/EHCP and as such our Academy Offer does not apply. **Where a student has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan** which is highly personalised to the student's individual needs.

The SEND Code of Practice (2015) states that:

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

The Academy agrees that the majority of students with SEND should have their needs met by Quality First Teaching and Wave 1 provision by classroom teachers. Some students may need more personalised learning support in the form of intervention programmes delivered in small groups or individually. These programmes should have a clear focus and with set targets and impact measures. For some students these interventions will be time limited (Wave 2 provision) whilst for others they may be long term (Wave 3 provision). Parent/carers will usually be informed when a student is identified for intervention. If there is evidence that a student is making insufficient progress despite significant support and interventions, further advice and support will be sought from external agencies in order to best meet the needs of the student.

Individual Provision Maps: The Academy has replaced IEPs with Individual Provision Maps which offer a person and provision-centered holistic approach to support SEND

as advised by the SEND Code of Practice (2015). The purpose of these provision maps is to inform planning for Quality First Teaching which is at the heart of provision for students with SEND at the Academy.

Quality First Teaching: We believe that all students should be in mainstream lessons as far as possible, whatever their level of need, and provision mapping enables teaching staff to provide learning which is inclusive, develops independence and provides stretch and challenge for all students. As such, there is considerable investment in providing Academy staff with CPD which equips them with the skills and knowledge to differentiate impactfully and to meet the needs of students with SEND as part of normal classroom practice and through Wave 1 interventions.

Targeted Interventions:

- Academic: the Academy offers a range of academic interventions to meet the needs of students with SEND including a Foundation Learning pathway, use of the McGraw-Hill Reading and Maths catch-up programmes, Supported Study pathways, provision of tailored qualifications, 20:20 reading, Lexia reading intervention, 1:1 and small group tuition, 1:1 reading programmes and Homework Club. The impact of these interventions is measured through cycle data and through reading and spelling age tests administered twice yearly.
- Emotional/Social & Pastoral: The range of interventions includes Breakfast Club, anger management small group/1:1 programmes, peer mentoring, self-esteem/social skills small group programmes, counselling and other support for emotional and social development as determined on an individual basis. It is our belief that all students with SEND should be able to participate as fully as possible in the life of the Academy and as such, all reasonable steps are taken to ensure that this happens, such as adjustments to school trips. The Personal Development Studies programme also ensures that students' diversity is celebrated and that the Academy's zero tolerance of bullying - of *any* student - is understood and accepted. The impact of these interventions is measured through regular meetings between the SENDCO and Heads of Year using the Boxall Profile.
- Support from Additional Adults: The Academy employs Learning Support Assistants who work within the Individual Needs team and who are assigned to teaching groups across the curriculum and age range to support students' progress in lessons, whether students have SEND or not. It is not Academy practice to assign Learning Support Assistants to individual students as we do not believe this to be in the student's best interests of developing independence and the skills to work with a range of different people in preparation for adult and working life

Personalised Curricula: At the Academy all students follow a broad and balanced curriculum and all staff ensure that this also applies to students with the highest level of need. Students will be offered a curriculum which is tailored to meet their individual needs with a focus on study of a broad and balanced range of subjects wherever possible. The higher the level of SEND, the more adapted a student's curriculum offer will be and may draw on the following curriculum adaptations/provisions:

- Y7 Nurture Group pathway
- KS3 McGraw-Hill Reading and Maths catch-up programmes

- KS4 Foundation Learning Group (including tailored qualifications such as NVQ Level 1 Spanish and BTEC Level 1/2 Jamie Oliver Cooking Skills)
- A focus on consolidation of the core subjects
- Key Stage 4/5 Supported Study with a reduced number of formal qualifications
- KS4 Entry Level Qualifications

Exam Access Provision: The Academy abides by JCQ regulations in the provision of exam access arrangements and their administration.

## **Monitoring and Review of Provision**

The SENDCO has overall responsibility for the effectiveness of provision for students with SEND and this is reviewed in the following ways:

1. Analysis of the progress of students with SEND at each round of progress grades: data is collected three times a year for each cohort in the Academy. At each collection point the SENDCO meets with the Heads of Year and Heads of Department to review the progress of students with SEND and arrange intervention where necessary.
2. Impact analysis for specific interventions: all interventions which are provided for students with SEND have entry and exit assessments built in so that the SENDCO can determine effectiveness and longevity.
3. The annual review process for students with statements of SEND/EHCPs: students with a statement of SEND/EHCP have their needs reviewed annually via a multi-agency review meeting which is chaired by the SENDCO. As part of this process, the SENDCO collects information on the progress of the student, their needs and provision from all involved parties, including the student.
4. Review/PEP process for Looked After Children: Many CLA have SEND as a result of their experiences. The review and PEP processes which happen four times a year enable all professionals involved with each young person to evaluate the impact of the provision in place to meet their SEND.

## **Partnership Working with Parents/Carers and Students**

The SEND Code of Practice (2015) states that:

1.40 All professionals working with families should look to enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy.

The Academy actively seeks and values the views of students in the provision and reviewing process for SEND. For students with EHCPs, views are sought in written form as part of the review process and students are encouraged to attend at least a portion of their annual review meeting.

The Academy recognises the key role that parent/carers play in meeting the needs of students with SEND and actively seeks their views as part of the review process, both for students with EHCPs and those in the category of School Support.



Parent/carers are kept informed of their child's progress and are encouraged to contact the Individual Needs department if there are any concerns.

## **Partnership Working with External Agencies and Specialist Support Teams for Students with SEND**

The SENDCO and other senior members of the Individual Needs team, including the Academy Nurse, work in partnership with other bodies, including:

- Health and social care agencies including the School Nursing Team and CAMHS
- Virtual Schools
- CSE Hub
- Safeguarding team
- Educational Psychology team
- Autism Support team
- BES team
- Parent Partnership
- Educational Social Work service
- SALT
- YOT
- Voluntary sector organisations
- Counselling services
- Local PRUs
- Alternative Providers
- Behaviour & Attendance Collaborative
- NASEN

In meeting the needs of students with SEND and supporting their families. If the SENDCO feels that the Academy is not solely able to provide for the SEND of an individual student, she will request advice from the local authority support service or other relevant body such as CAMHS in the first instance.

The SENDCO also works in partnership with the local authority's specialist teams and other agencies to provide specialised CPD for Academy staff to ensure the standard of Quality First Teaching and expertise of Academy staff.

## **Support for Students during Periods of Transition**

The SENDCO, Heads of Year and members of the Individual Needs team ensure that students with SEND are supported at times of transition such as:

- From KS2-3
- During the KS4 GCSE choices process in Y8
- From KS4-5
- From KS5 to Higher Education/Training/Employment

This is carried out in a number of ways including:

- Visits by Academy staff to primary schools, annual statement reviews, Looked After Children reviews and PEPs for students in Year 6

- Personalised transition planning for students with high levels of SEND and/or statements/EHCPs
- Guided Choices interviews with specialist staff to ensure that the right curriculum choices are made for KS4
- Visits with students to local FE colleges where necessary
- Support from aspire-i careers advisors for SEND students in KS4 and 5
- Personal Development Studies programmes of study delivered to all students, including those with SEND, across Years 7-13

## **Roles and Responsibilities**

Provision for the progress of students with SEND is a whole school responsibility which requires a whole school response. Provision for students with SEND is coordinated by Mrs Nicola Hardy (Assistant Principal for Individual Needs & SENDCO), who leads the Individual Needs department and provision for vulnerable students across the Academy, Mrs Jessica Clasper (Assistant SENDCO) and Mrs Julie Morgan (Individual Needs Manager). Provision for students with disabilities/medical conditions is led by the Academy Nurse, Mrs Jenny Markland. All can be contacted at the Academy on 01274 776777.

The Governor with responsibility for SEND is John Bowers, Chair of Governors

## **Students with Medical Needs and/or Disabilities**

The SEND Code of Practice states that:

1.32 There is a significant overlap between children and young people with SEND and those with disabilities and many such children and young people are covered by both SEND and equality legislation.

6.9 All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

6.11 The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance '*Supporting pupils at school with medical conditions*'

The Academy recognises that students with medical needs should be supported so that they have full access to education, including school trips and physical education

and is committed to putting all reasonable adjustments in place to facilitate this. Some students with medical needs may also be considered disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some students with medical needs will be provided with a Health Care Plan which will be compiled in partnership with the student, parents/carers, the Academy Nurse and other medical teams involved in the treatment/care of the student. The Academy Nurse is able to administer medication once written consent has been obtained from parent/carers. In addition, there are a number of qualified first aiders on site who are able to attend to students' medical needs during the course of the school day. The Academy will ensure that where specific training is needed to meet the medical needs of a student that this will be provided to the appropriate staff and that a student's Health Care Plan and PEEP, where needed, will be shared with the staff working with that student on a daily basis.

The Academy is a fully accessible site and we are committed to removing all barriers to equality and ensuring that disabled students are valued and respected as part of the Academy community - this is reflected in the Academy driver 'Diversity Challenge Achievement' and actively addressed as part of the Academy's Improvement Planning process. For additional information please see the Community Cohesion and Equality Policy and the Equality Duty Action Plan.

### **Students who are Looked After**

The Academy understands that many Looked After Children and those formerly Looked After e.g. Adopted from Care or subject to a Special Guardianship Order often have the most complex Special Educational Needs and that they are often the most vulnerable students in the Academy. As such, the Academy works in close partnership with carers/guardians and agencies, such as Social Care, to ensure that the educational needs of such students are met as far as possible and makes its best efforts to ensure that necessary provision is available.

The Academy's Designated Teacher for Looked After Children works in close partnership with the Virtual School and social care team and ensures that the approach to provision is cohesive and effective.

The Academy also recognises that its resources are finite and in instances where a Looked After Child has a high level of complex SEND for example, severe attachment disorder, that admission into the Academy may not be in the best interests of the child in terms of ensuring that those needs are met. The Academy may not be able to meet the child's needs without undermining the efficient, effective and safe education of all. The Designated Teacher liaises closely with local authority representatives to ensure that there is sufficient provision in place to meet the needs of each Looked After Child with SEND who is admitted to the Academy and reviews and evaluates this as part of the review and PEP processes, including evaluation of how PP+ funding is used to provide for the student's SEND.

## **Safeguarding of Students with SEND**

All safeguarding concerns relating to students with SEND will be dealt with in line with the Academy's Safeguarding & Child Protection policy.

## **Students with English as an Additional Language**

At Dixons, we believe that all bilingual learners have a right of access to the full curriculum. Recently arrived students who speak English as an additional language whose understanding of the English language is likely to impede their access to the curriculum are identified as new to English (N2E) and their provision is not separate but integrated into all subject areas with minimal 1:1 or small group teaching in the very early stages of their English language development. N2E learners make the best progress within a whole-school context where they are educated with their peers. Provision needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills. N2E students are generally taught in the mainstream class alongside their peers. Newly arrived pupils are usually given additional help in learning English by the IN department following the NASSEA Step programme for N2E. Classroom teachers have responsibility for ensuring that pupils can participate in lessons.

## **Complaints Procedure**

If you have any questions/concerns relating to provision for students with SEND or the Academy's contribution to the Local Offer you should contact the Academy SENDCO –or the Individual Needs Manager on 01274 776777 in the first instance. If your concern relates to a physical disability or a medical condition/need you should contact the Academy Nurse on the above number.

## **Other Relevant Policies** (available to view on the Academy website):

- Admissions & Appeals
- Anti-Bullying
- Care & Control of Students
- Complaints Procedure
- Critical Incident Management
- Curriculum
- Disability
- Equality
- Positive Behaviour
- Safeguarding & Child Protection
- Spiritual, Moral, Social and Cultural
- Teaching and Learning