

# The Aylesbury Vale Academy Trust



## The Aylesbury Vale Academy

Including Berryfields Primary

COLLABORATING *for* EXCELLENCE

## Special Educational Needs and Disability Policy

<b>Policy Reference:</b>	AVA.042
<b>Description:</b>	This document sets out how the Academy Trust intends to meet the individual and additional needs of students through a personalised programme of study
<b>Status:</b>	Statutory Policy
<b>Policy Audience:</b>	Students & Parents/Carers
<b>Academy Trust Contact:</b>	Executive Principal/Headteacher
<b>Other related AVA policies and procedures:</b>	Equality Policy, Accessibility Policy & Plan
<b>Governor Committees:</b>	Governing Body
<b>Version + Schedule of Amendments:</b>	V.02

In reviewing this policy, the Governing Board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy.

We value every student and recognise their entitlement to a broad and balanced curriculum. Our role is to meet the individual needs of all students through a personalised provision so that each individual is able to achieve their potential.

## **OBJECTIVES**

Our objectives are:

- To be an inclusive Academy Trust where all students are held in equal and positive regard
- To facilitate high levels of achievement for all students, enabling them to be prepared for the opportunities, responsibilities and experiences of adult life
- To take reasonable measures to overcome barriers to learning
- To identify students with SEND as early as possible
- To meet individual needs through a wide range of provision, including quality first teaching, support from teaching assistants, targeted intervention and appropriate withdrawal for individual or small group teaching
- To support Academy Trust staff to carry out their responsibilities for the delivery of a differentiated curriculum to meet the diverse needs of our students, including the identification and facilitation of training needs
- To regularly review the needs of students with SEND
- To involve families/carers in the support arrangements for their children and in the reviewing process to attain high levels of satisfaction from parents/ carers
- To put students with SEND at the centre of planning for provision, enabling them to view measures positively and allow full and positive engagement

## **RESPONSIBILITY FOR THE CO-ORDINATION OF SEND PROVISION**

The Executive Principal and Governing Body have delegated the responsibility for the day-to-day co-ordination of SEND provision to the Assistant Principal (SEND). The Assistant Principal (AP) is Mrs. E. Jefford She is responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating the provision for students with SEND
- Liaising with and advising teachers
- Directly managing those in the SEND department
- Overseeing the records of all students with SEND
- Liaising with parents/ carers of students with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA support and educational psychology services, health and social services and voluntary organisations

SEND provision in the primary phase is overseen by the Headteacher.

A governor has responsibility for overseeing this area and liaising with the AP (SEND) and Headteacher. The SEND Governor is Charlotte James.

## **ADMISSION ARRANGEMENTS**

In line with the SEN and Disability Code of Practice 2014, we will not discriminate against students with a disability or special educational need and will take all reasonable steps to ensure effective educational provision.

For more detailed information on admissions, please refer to the Academy Trust's admissions policy.

## **FACILITIES FOR STUDENTS WITH DISABILITIES**

The Aylesbury Vale Academy Trust's admissions policy has due regard for the guidance in the SEN and Disability Code of Practice 2014. The Academy moved to its new site in September 2013 and is now fully accessible for students with mobility difficulties.

## **IDENTIFICATION OF SEND**

Individual and additional educational needs encompasses students with special educational needs and disability (SEND), those with English as an additional language (EAL) and students who are identified as 'most able'

Student needs are identified by gathering information from a variety of sources. This is most likely, but not limited to, transfer between phases e.g. the primary phase to the secondary phase or from the nursery phase to the primary phase.

Additional sources of information may include:

- Concerns/recommendations from subject teachers and/ or pastoral teams
- Concerns/recommendations from families/carers
- Information from previous schools
- Information from outside agencies
- Tracking data
- Parents/carers
- Students

This information is used:

- To identify students with SEND
- To produce appropriate support programmes
- To inform teachers in their planning of high quality teaching and learning activities

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the Academy Trust will look carefully at all aspects of a student's performance across the curriculum to establish whether the challenges faced in the classroom are due to limitations in their command of the English language or are related to an underlying special educational need.

## **PROVISION**

Provision for students with individual and additional educational needs is a matter for all staff employed by the Academy Trust.

All teachers are teachers of students with individual and additional educational needs.

Student progress is a whole-school responsibility, requiring a whole-school approach. Central to the work of every class teacher and every curriculum area is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these parameters. However, for some students with individual and additional educational needs, there may be a need to provide an enhanced level of provision that supports and their learning progression.

## **GRADUATED RESPONSE**

The Academy Trust adopts a graduated response to provision for special educational needs; this requires the initial use of classroom and school resources before referring to specialist expertise to explore the challenges that the student is experiencing. When a student is identified as having a special educational need that is impacting their continued progression, the Academy Trust will intervene with appropriate measures. Student will be placed on the SEND register and allocated a key worker who will work with them to set appropriate targets designed to close the gap between them and their peers. The Academy Trust will follow an assess, plan, do, review philosophy with any interventions put in place to meet the targets set.

## **REQUESTING AN EDUCATION HEALTH AND CARE NEEDS PLAN ASSESSMENT**

For a few students, the support offered by the Academy Trust may not be sufficient to enable the student to make adequate progress. It may then be necessary for the Academy Trust, in consultation with the families/carers and any external agencies already involved, to consider initiating the Education and Health Care plan assessment process. Where a request for such an assessment is made to a Local Authority, the student will have demonstrated significant cause for concern despite reasonable measures in place to support their progression.

The Academy Trust will be required to provide written evidence to the LA detailing:

- The Academy Trust's provision to date
- Individual Provision Maps for the student
- Records of regular reviews and their outcomes
- The student's health, including medical history where relevant
- National Curriculum levels and attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the families/carers
- Views of the student
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

An EHC assessment involves consideration by the LA, working co-operatively with families/carers, the school and, as appropriate, other agencies. A child may be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent/carer, or a referral by another agency.

The LA may decide that the degree of the student's learning need and the level of the provision necessary is significant and will qualify the child's special educational provision through an Education Health and Care Plan. If the LA decides that an Education Health and Care Plan is required, then the Academy will work with the LA to prepare the plan and work towards

achieving the agreed outcomes of the plan. These are reviewed annually (3-6 monthly in Early Years Foundation Stage)

Where the evidence presented to the LA suggests that the child's learning difficulties are significant, long term and have not responded to relevant and purposeful intervention or input from external specialists, it may be necessary to consider a specialist educational provision.

## **THE SEND REGISTER**

The SEND register identifies those students with Special Educational Needs, English as an additional language and those who are more able. It is maintained by the AP (SENDCo) and, for primary-aged children, the Primary Headteacher.

## **ACCESS TO THE NATIONAL CURRICULUM**

All subjects currently deliver the National Curriculum to students of all abilities, including students with SEN, EAL and those who are most able using data, Individual provision maps, support plans and assessment for learning.

## **ASSESSMENT SUPPORT/ EXAM CONCESSIONS**

All students with SEND have access to support, as identified and appropriate. For assessment at each Key Stage, it may be appropriate to award a student concessions. The AP (SENDCo), with the School Examinations Officer and Educational Psychologist ensures that the appropriate examination concessions are granted where appropriate for those students at KS2, KS3, KS4 and KS5. These concessions must not put students at an unfair advantage in their exams and may include, but are not limited to, rest breaks, a prompter, an amanuensis, a reader, use of modified exam papers, use of a word processor (IT), and extra time.

## **ALLOCATION OF RESOURCES**

The SEND department is resourced from the Academy Trusts delegated SEND budget. This budget is determined by the level of identified SEND need within the Academy Trust in the Census. Further funding for some students is provided by the LA and should be allocated accordingly in order to ensure that those students are able to meet agreed targets.

## **WORKING IN PARTNERSHIP WITH FAMILIES/CARERS AND INVOLVEMENT OF STUDENTS**

We recognise and value the crucial role that families/carers play in the education of their children. We seek to work in partnership with families/carers and take account of their perspectives, knowledge and experience of their child's development.

In order to fulfil their role in their child's education, families/carers need to be well informed, with clear information.

Students with an identified SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be sought wherever possible. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### **The Families/Carers role**

Families/carers are requested to:

- Support at home by ensuring their child completes their homework
- Show an interest in, and ask questions about the work and activities their child is currently engaged in at school.
- Do everything possible to help their child be fully integrated and follow the Academy's Code of Conduct
- Make every effort to attend review meetings, parents' evenings and relevant Academy events.

### **The Student's Role**

To co-operate with families/carers and school staff by:

- Showing families/carers letters/messages from school and teachers letters from home
- Writing down homework (or asking for help to do so) before leaving the classroom
- Contributing to SEND reviews
- Engaging with the support provided
- Communicating with their tutor or SEND staff if they have concerns or positive news to share

### **LINK WITH SUPPORT SERVICES AND OUTSIDE AGENCIES**

Support and advice is received from a range of outside agencies, including Children and Family Services - Inclusion and Student Support, the Education Psychology Service, the Child and Adolescent Mental Health Service and the Educational Welfare Service.

The AP (SEND) co-ordinates the school's use of the Educational Psychologist's time in school, the Speech and Language Therapy Service and links with Connexions for students with SEND. The AP (SEND) also liaises with pastoral staff in relation to the school doctor, Social Services, Educational Welfare Officer, and the Physiotherapy and Occupational Therapy Service.

The AP (SEND) liaises with all agencies about the actions taken in support of students, with the aim that families/carers and students perceive the provision as "seamless".

### **EVALUATION**

The effectiveness of the Academy SEND policy is reviewed annually by the Governing Body and they will publish an Annual SEND Report on the Academy website for parents/carers.

### **COMPLAINTS PROCEDURE**

In the event of the normal systems of communication proving insufficient, families/carers may make a complaint. This can be done by writing to the Executive Principal with concerns clearly stated using the Academy Complaints Policy which is available on the website.