



SEND POLICY

June 2016

INTRODUCTION

Berwick Academy treats all students as individuals; we therefore refer to all students who may need (educational) provision, which is additional to or alternative to their normal timetable, as being a student with additional needs.

All pupils at Berwick Academy are equally valued, regardless of whether they have additional needs. They are included into every aspect of school life: sharing meal times, recreation times, registration groups and assemblies, house system, sport and school clubs, and educational visits.

Berwick Academy strives to be an inclusive school, engendering a sense of community and belonging with a broad and balanced curriculum for all; high expectations and suitable targets for all; and methods for identifying and removing barriers to learning.

It is essential that the voice of the child and their family is heard throughout the process of applying the SEND policy. Children have a unique insight and knowledge of their own needs and the most effective or preferred methods of support and intervention for them. They will be encouraged to participate in decision making throughout their time at the Academy. We have an 'open door' policy for parents and guardians. We acknowledge the unique strengths, knowledge and experience that parents are able to contribute to the shared view of their child's needs and the best way of supporting them.

AIMS AND OBJECTIVES

The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum and school life;
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

To ensure this we will:

- identify and provide for pupils who have additional needs;
- work within the guidance provide in the SEND Code of Practice, 2015;
- operate a whole school approach to the management and provision of support for children with additional needs;
- provide a Special Educational Needs Co-ordinator (SENCO), who will work with the SEND Policy;
- provide support and advice for all staff working with special educational needs pupils.

DEFINITION OF SPECIAL EDUCATIONAL NEED / ADDITIONAL NEED

The Special Educational Needs Code of Practice states 'a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

Special educational provision means 'educational provision which is additional to, or otherwise different from the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area.'

BROAD AREAS OF NEED

Communication and interaction (Speech, language and communication needs - SLCN)

These children 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. This includes children and young people with ASD, including Asperger's Syndrome and Autism.

Cognition and learning

The children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum, and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. These encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

These children 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 children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and 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 can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

LEVELS OF NEEDS

For children with additional needs, their broad area of need, and level of need will be identified to all school staff.

Children with additional needs should first be identified as requiring SEN Support. This alerts teachers to consider the individual needs of a child when delivering the curriculum. This is defined by the SEND Code of Practice as Quality First Teaching, and is an entitlement of each child.

If a child does not make the expected progress with the differentiated work in the classroom, applications can be made for additional support from outside agencies, additional resources and element 2 funding from the local authority. This funding is time limited and you may recognise it as being called "top up" funding.

If a child continues not to make the expected progress, an application can be made by the SENDCo or Headteacher for a statutory assessment by the local authority. This may result in the child receiving element 3 funding for additional resources, and be in receipt of an Educational Health Care Plan, formerly a Statement of SEN.

TEACHING ARRANGEMENTS FOR STUDENTS WITH ADDITIONAL NEEDS

For the most part, pupils with additional needs will be taught in the classroom alongside their peers. Teaching techniques and strategies, including differentiated resources and learning tasks, will accommodate those of differing abilities. This will enable individual learning needs to be met and allow pupils to maximise their potential in all areas of the curriculum.

The teaching arrangements for those pupils with an Education, Health and Care Plan (EHC) will be determined by their EHCP.

Higher Level Teaching Assistants work in the core subject areas to further support students with additional needs allowing for further differentiated tasks. Teaching assistants work mainly in option subject areas and Eden.

Following intervention and assessments relevant to the specific area of need, or for those students for whom a mainstream classroom is particularly challenging, it may be determined that a child may need a bespoke timetable with some time spent in Eden, or to attend all lessons in Eden.

Children studying in Eden are taught in very small classes and have a bespoke curriculum. ELSA trained and literacy specialist teaching assistants are on hand to deliver intervention specific to the need of the child. Students in Eden also have an opportunity to engage in a number of life skills.

For some students, mainstream education and Eden Alternative Provision fail to meet their complex learning needs. On this occasion alternative education may be sought from the local authority. This may include a transfer to another educational provision, education from the Education Other Than At School (EOTAS) service, Northumberland College, or other educational providers deemed suitable. While the students remain on the school's roll, the SENDCo, HOKS (Heads of Key Stage) and Data Team will liaise with the necessary service to monitor achievement and progress.

IDENTIFICATION, ASSESSMENT, INTERVENTION

Berwick Academy models its approach on the guidelines given in the New SEN Code of Practice (2015).

When a teacher identifies that a pupil has additional needs, the teacher devises interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum – Quality First Teaching.

While the teacher remains responsible for working with the pupil on a daily basis, the teacher works with the SENCO to plan and deliver an individualised educational programme to meet the needs of the pupil. The parents will be involved at this stage if they have not already been contacted by the teacher or Head of Key Stage (HOKS).

SENCO takes the lead in the 'plan, do, assess, review' cycle:

- Planning future interventions for the pupil in discussion with colleagues;
- Monitoring and reviewing the action;
- SENCO and teacher, in consultation with parents, ask for help from external agencies;
- Teachers and SENDCo are provided with advice or support from outside specialists;
- Any further assessments of the pupil;
- Planning future interventions for the pupil;
- Monitoring and reviewing the actions already taken.

Where a pupil is unable to access the curriculum after considerable internal and external help and time, then, in consultation with the parents, the Head Teacher/SENCO will request a statutory assessment of the pupil's needs.

Often the child may have barriers to learning that require pastoral support and intervention. On these occasions the SENDCO and Head of Key Stage will work cooperatively to plan, do, assess and review interventions, and liaise with outside agencies where necessary.

Children with additional needs will not receive additional reports than the regular interim forecast grades as standard. The SENDCO or Head of Key Stage will liaise with parents and promptly communicate the result of any additional assessments completed when appropriate.

Parents can request a review meeting with the SENDCO and HOKS at any time by contacting the school.

The SENDCO is available at each parent's evening / student review day, as well as 'supporting your child' evenings so that parents may discuss concerns or review progress with the SENDCO.

If a child has needs that encompass educational, pastoral, and health needs, it may be necessary to complete an Early Help Assessment (EHA). This allows professionals from several agencies to coordinate support. Parents will always be made aware of this if the request has come from school.

The SENDCO will complete annual reviews of Statements of Special Educational Needs and EHCPs.

TRANSITION

Key individuals from Berwick Academy will liaise with the feeder schools in the partnership to share and gather information at several points in the academic year prior to the September start date. This information will be collated and shared with staff ahead of students starting in September.

This is collated in the following ways:

When available and appropriate, SENDCO attends annual reviews of statements and EHCPs, and EHAs of year 7 and 8 students in feeder schools.

A transitions group meets at the Partnership Liaison Meetings three times a year.

The SENDCO and Head of Alternative Provision meet the feeder school staff in the winter term to review transition needs specific to the upcoming cohort.

The HLTAs and TAs meet and observe students in their middle schools in the summer term.

Students with additional needs are encouraged to attend all transition activities organised by the HOKS. Students identified as being vulnerable due to their additional needs attend a further early transitions group in the summer term, attending weekly sessions with the Student Mentor.

Parents are invited to discuss their child's additional needs with the SENDCO at the parents evenings at the Academy in September and July prior to the students start the following September. Referrals are made by the HOKS and the SENDCOs in the feeder schools for appointments at any point to discuss transition needs.

Health professionals and parents may run INSET sessions at the start of the new academic year to deliver training to staff.

SUPPORT IN EXAMINATIONS (ACCESS ARRANGEMENTS)

Some student may be entitled to additional arrangements to allow them to access and complete examinations. To be eligible for these special arrangements the pupils must meet criteria set out by the

JCQ – The Joint Council for Qualifications. A specialist teacher will complete relevant standard assessments to ensure pupils meet this criteria.

These arrangements may include;

- Reader
- Scribe/laptop
- Extra time
- Rest break
- Modified / enlarged papers

In order for the student to be entitled to this in examinations, there must be evidence that the pupil routinely requires this arrangement in the classroom and that, without this support, the student would not make expected progress.

For more information go to <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

DATA RECORDING AND KEEPING

The SENDCo will oversee the record keeping of data kept in relation to the intervention process – plan, do assess, review.

Information in Statements of SEN and EHCPs will be shared with teaching staff.

Additional information from outside agencies and information labelled confidential will only be shared at the request of parents and to named individuals.

The Data Team will use information systems to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach.

KEY INDIVIDUALS

SEND Governor – Mrs. Sarah Swales

Head Teacher – Mrs. Alexis Widdowson

Assistant Headteacher (Pastoral) – Mr. Mark Wickens

Special Needs Co-Ordinator (SENCO) – Mrs. Dawn Tait

Head of Alternative Provision – Ms. Kirsty Carr

Class teachers

Higher Level Teaching Assistants (HLTAs)

Teaching Assistants (TAs)

ROLES AND RESPONSIBILITIES

The *Governing Body* will:

- Pay due regard to the Code of Practice and the Equality Act 2010 when carrying out its duties toward all students with additional needs;
- Do its best to secure the necessary provision for any student identified as having special educational needs;
- Ensure that all staff are aware of the importance of providing for these children;
- Consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs;
- Ensure that parents are notified of any decision by the school that SEN provision is to be made for their child;
- Identify a governor to have specific oversight of Berwick Academy's provision for students with special educational needs and to oversee the implementation of this policy. The SEN Governor (Link Governor) will ensure that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The SENCO will:

- Oversee the day-to-day operation of the SEND Policy;
- Co-ordinate provision for pupils with SEND;
- Liaise with, and advise other colleagues;
- Manage Teaching Assistants;
- Oversee the records of all pupils with SEND;
- Liaise with parents/carers of pupils with SEND;
- Contribute to the in-service training of staff;
- Liaise with external agencies.

If a child is based entirely within the Eden Alternative Provision Unit, the Head of Alternative Provision will take over the majority of the day-to-day correspondence with parents and guardians.

Teachers will:

- Be aware of students' needs and plan lessons/schemes of work accordingly;
- Set suitable learning challenges according to a student's individual needs to help them achieve as high a standard as possible;
- Adapt programmes of study to match students' abilities;
- Differentiate materials for students whose attainment falls significantly below the expected levels;
- Encourage flexibility of approach to take into account gaps in students learning (due to various circumstances e.g. absence etc.);
- Be responsible for ensuring funds are used in an equitable way to support the learning of all students within the subject areas.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to, and should be read alongside, the following school policies, guidance and documents:

- [Admissions Policy](#)
- [Admissions Handbook](#)
- [Anti-Bullying Policy](#)
- [Attendance Guidance](#)

- [Behaviour Policy](#)
 - [Exclusion Pathway](#)
 - [Charging and Remissions Policy](#)
 - [Child Protection Policy](#)
 - [Complaints Policy](#)
 - [PREVENT Strategy](#)
 - [Pupil Premium Policy](#)
 - [Social Media Policy](#)
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- **Special educational needs and disability code of practice: 0 to 25 years, January 2015**
 - **Teachers' Standards, July 2011 (updated June 2013)**
 - **Working Together To Safeguard Children 2015**
 - **Keeping Children Safe in Education July 2015**
 - **Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015**
 - **What to do if you're worried a child is being abused: Advice for practitioners March 2015**
 - **DfE Use of Reasonable Force – Guidance for schools**
 - **Safeguarding children and young people and young vulnerable adults policy February 2015**
 - **Good Practice in Safeguarding in Schools September 2011**
 - **The Children's Act 2005**
 - **The common inspection framework : education, skills and early years – Ofsted**
 - **Education Act 2005**
 - **Education and Skills Act 2008**
 - **Education and Inspections Act 2006**
 - **Childcare Act 2006**