

# Eaton Bank Academy

## Special Educational Needs and Disabilities



**Approved by FGB July 2019**

**Next review due July 2021**

This policy will be reviewed every 2 years or sooner in the light of operating procedures and/or changes in regulation and/or legislation.

**COMPLIANCE**

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DoE Feb 2013
- SEND Code of Practice 0-25 (January 2015 up-dates)
- Schools SEN Information Report Regulations
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **SECTION 1**

### **SENDCO Contact Information**

The SENDCO is Ms. Elizabeth Griffen

Email [l.griffen@eatonbank.org](mailto:l.griffen@eatonbank.org)

The SENDCO is not a member of the Senior Leadership Team (SLT).

Mr. Martin James (Deputy Headteacher) is the advocate for SEND on the SLT.

### **Core Values**

At Eaton Bank Academy we believe that success is the right for all our students, to allow them to become confident young people living fulfilling lives and making a successful transition to adult life. We work to ensure that all students are included in the life of the school.

We believe that every teacher is a teacher of SEND who has the responsibility to use their best endeavours to meet the needs of learners through appropriate differentiation and reasonable adjustments to remove potential barriers to learning and achievement.

## **SECTION 2**

### **THE AIMS**

At Eaton Bank Academy we endorse the belief that education is the key to opening up the life chances of our students and that all students have to right and opportunity to succeed. We have high aspirations and expectations for all students, including those with Special Educational Needs.

The aims of this policy are:

1. To raise standards of achievement for all students identified with Special Educational Needs through a focus on outcomes for students and not just hours of provision/support.
2. To ensure full entitlement and access for SEND students to high quality education within a broad, balanced, curriculum to enable them to reach their potential.
3. To educate SEND students where possible, alongside their peers, within the mainstream curriculum whilst balancing the views of parents and individual student needs.
4. To expect all students to be actively involved and contribute positively to school life.
5. To use best endeavours to identify and assess students with SEND as early and thoroughly as possible.

6. To expect active parent participation in decision-making regarding provision affecting educational progress.
7. To support smooth key stage transitions for students on entry, within Key Stages and beyond school.

## **OBJECTIVES**

1. To work within the guidance provided in the SEND Code of Practice.
2. To designate a teacher to be responsible for coordinating SEND provision (SENDCO).
3. To designate a member of the SLT to be a champion for SEND.
4. To designate a School Governor to oversee the school's arrangements for SEND.
5. To publish our setting Local Offer on the Academy website (to fulfil the requirements for the SEND Information Report as directed by Cheshire East)
6. To set aspirational targets for all students.
7. To track progress of students to identify underperformance early.
8. To provide support for all staff to ensure they are equipped with the skills and information to remove
9. To work with other professionals when required to inform SEND support.
10. Ensure SEND students are actively encouraged to engage in the opportunities of school life alongside their peers.
11. Deliver targeted interventions focused on outcomes for SEND students where necessary.
12. Inform parents when additional and different provision beyond the classroom is being made for their child.

## **SECTION 3**

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

A pupil has Special Educational Needs when their learning difficulty or disability requires special educational provision, that is provision which is different from or additional to that normally available to students of the same age.

The 2015 Code of Practice identifies four broad categories of Special Educational Need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

These four areas give an overview of the range of needs that require planning. Identification is used to determine the support required rather than fit a student into a category. In identifying needs, the needs of the whole student are considered and not just their Special Educational Needs.

### **How we identify students with SEND**

Tracking systems used across the school are used to identify students who are making less than expected progress given their age and individual circumstances. This can be categorised as progress which:

- is significantly slower from those of their peers starting from the same baseline
- does not match or better the student's previous rate of progress
- does not reduce a student's attainment gap

In this situation, it is possible that a slow rate of progress may be due to a Special Educational Need and further investigation/assessment is required. Other triggers can come from a number of sources including:

- concerns raised by parents, teachers and support staff through observation and/or screening
- a student asks for help
- information received from previous setting

We recognise that there are other factors evident that are not Special Educational Needs but may have an impact on progress and attainment.

- Disability (The Code of Practice outlines the "reasonable adjustment" duty under current Disability Equality legislation however these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Disadvantage
- Being a Looked After Child
- Being a child of a Serviceman/woman

## **SECTION 4**

### **A GRADUATED APPROACH TO SEND SUPPORT**

While a pupil has SEND when their learning difficulty or disability requires special educational provision that is additional and different to that normally available to students the same age, the provision of high quality teaching, differentiated for individuals is the first step to responding to a pupil who has or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Classroom teachers are responsible and accountable for the progress and development of all pupils in their classes, including where students access support from Learning Support Assistants.

The classroom teacher's planning takes into account an individual student's needs and any personalised learning requirements. Differentiation is approached in a range of ways to support access and ensure that all students experience success and challenge in their learning. Grouping arrangements are organised flexibly for both ability and mixed settings to maximise learning opportunities for all.

Teachers and support staff take part in regular professional development opportunities to support a wide variety of differentiation methods in the classroom. This includes reviewing and, where necessary improving teachers' understanding of strategies to identify and support vulnerable students and extend their knowledge of the SEN most frequently encountered. Rigorous lesson observations and learning walks ensure the performance of teachers is monitored closely. Alongside this, teachers have access to relevant information for individual students needs through Student Profiles and support strategies. These documents are regularly up-dated by students, teachers and teaching assistants to ensure good practice is shared effectively.

### **ASSESS**

Where students are continuing to make slow progress despite high quality classroom based interventions, the graduated approach to planning targeted interventions and support for

individual students is used. Decisions regarding whether to make special education provision involve the teacher along with the SENDCO following a consideration of collected information regarding progress, alongside national data and expectations of progress and any formative assessments carried out.

For higher levels of need, the advice and support of outside agencies such as the Educational Psychologist, the Cheshire East Autism Team and the Child and Mental Health Service (CAMHS) can be drawn upon to support students effectively in school.

## **PLAN**

Once assessment has been carried out, appropriate support for individuals is planned. This will involve teaching staff and may also involve Learning Support Assistants, the SENDCO and other professionals. This is then communicated to parents/carers so that they are aware of any additional support their child is receiving.

## **DO**

Once the outcome for planned support has been decided, the support is then actioned. This can involve specialist Literacy or Numeracy support, together with some in-class support. Teachers are responsible for the direction and work of Learning Support Assistants within the classroom who must have clear expectations and outcomes for the students being supported.

## **REVIEW**

In the planning phase of the process, a review date is set with clear impact measures recorded. The progress towards the identified outcomes and the impact of the specialist support is used to inform planning the next cycle of support when required or if outcomes have been fully achieved, its removal.

## **SEND Register**

When students are receiving additional specialist education provision in excess of five hours per week (figure suggested by Cheshire East), they will be placed on the SEND Register. If the amount of provision is no longer necessary as the student is able to make above expected progress without such intervention, they will be removed from the Register. The progress of students removed from the register will continue to be monitored through whole school tracking systems.

## **SECTION 5**

### **Managing Students' needs on the SEND register**

Students on the SEND Register fall into two categories, as directed by the SEND Code of Practice:

- Students with an Education, Health and Care Plan
- SEN Support

The additional provision that students receive is recorded to allow for the monitoring of provision. This system provides monitoring for overseeing expenditure from the SEND budget and also meeting the Academy's obligations with regard to specialist support for students with Education, Health and Care Plans.

In addition, in line with the Cheshire East 2017 Toolkit, a third category has been introduced:

- First Concerns

Progress of students noted as First Concerns is monitored internally by the SENDCO and SEND team should a student in this category fail to make adequate progress, the decision may be made to escalate their level to SEN support.

National Key Performance Indicators are limited to students in SEN support and EHCP categories.

As an inclusive school the Academy ensures that the needs of all students with SEN are met to the best of the school's ability within the funds available. The budget is allocated on a needs basis. The students with most complex needs are given most support which may involve individual support from specialised equipment and/or adult support.

Where it is felt necessary to engage the services of specialists, parents are always involved in making any decision and are required to give written consent.

## **SECTION 6**

### **Supporting Students and Families**

At Eaton Bank Academy we value and encourage the involvement of parents, students and families. Parents are kept up to date through a variety of ways including letters, phone calls, text, email as well as face-to-face meetings. All information regarding assessment and intervention is shared with parents so that they are fully informed regarding support for their child. As previously mentioned where additional services are required to be engaged to provide direct support within school, parents will always be consulted as part of the decision making.

The graduated approach to planning ensures parents, students and families are involved at each stage of the process. Information regarding how to contact staff is found on the school website and within the Local Offer.

Our Local Offer on the Academy website ([www.eatonbank.org](http://www.eatonbank.org)) contains all the statutory information required to provide a SEN Information Report.

A copy of our Admissions Policy can also be found on the Academy website.

## **TRANSITION**

During periods of transition between Key Stages, parents are invited to be involved to ensure that choices are collaborative and focus on desired outcomes for students. The Academy has strong links with its feeder Primary schools and visits made prior to transition to share information. Parents with children with identified SEN are invited to meet with the SENDCO during the summer term.

At GCSE, the Academy strive to ensure all students including those with SEND have access to a broad and balanced curriculum and support is tailored to facilitate this.

The SENDCO is responsible for applying for access arrangements for formal examinations. This process is recorded in the Access Arrangements Policy.

The SENDCO will also be involved in the transition from GCSE to Post 16 ensuring students and parents are able to make informed choices about their continuing education. The Academy has a Careers Advisor to support all students.

## **SECTION 7**

### **Supporting Pupils at School with Medical Conditions**

The School Medical Needs Policy is available on The Academy website.

The Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some students with medical conditions may be disabled and where this is the case, the school will fulfil its duties under the Equality Act 2010.

Some students with medical conditions may also have SEN and may have a Statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special education provision under the guidance of the SEND Code of Practice (2015)

## **SECTION 8**

### **Monitoring & Evaluation of SEND**

At Eaton Bank Academy, teachers are responsible for ensuring the needs of students with SEND are being met in the classroom. It is the role of the SENDCO to monitor this provision to ensure that all SEND students have the opportunity to learn effectively across the curriculum and are making good progress.

The Senior Leadership Team in collaboration with Faculty Leaders and other key personnel (Learning & Progress Managers/Pastoral Managers) undertake regular monitoring of student progress against a range of key measures to determine the effectiveness of provision. Interventions are monitored to check effectiveness in terms of high quality outcomes and represent good value for money.

- The named SEND Governor is responsible for ensuring that policy and practice supports national legislation.
- It is the responsibility of the named SEND Governor to inform the Full Governing Body of the effectiveness of SEND policy and practice within the Academy.
- The SEND Governor will receive a written report annually to inform on the progress of SEND students.
- The SEND Governor will act as “critical friend” to the SENDCO and liaise with the post holder termly.
- The SEND Governor ensures that the SEND budget supports the Academy’s policy and practice.

The views of parents and students form part of our termly reviews for SEND students and are an important part of reviewing the effectiveness of additional provision. The Academy asks parents to take part at certain intervals to respond to questionnaires which focus on a range of school issues.

Monitoring and progress of SEND students is an agenda item for every Faculty meeting and areas of both achievement and concern raised with the SENDCO.

As a school students are actively encouraged to express their views on all aspects of school life and there are opportunities open to all students to do this, for example, through the School Senate and the annual Student Voice questionnaire.

## **SECTION 9**

### **Training & Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are required to undertake training and development, for example, differentiated planning for the needs of all learners.

The SENDCO meets with newly qualified staff to explain the structures and systems in place and this invitation is extended to any staff new to the school as well.

The SENDCO attends SEN network meetings through the Chimney House Alliance and Cheshire East led up-dates and training.

## **SECTION 10**

### **Roles & responsibilities**

SEND Governor:	Chis Caswell
SLT Link:	Martin James
SENDCO:	Liz Griffen
Literacy Intervention Co-ordinator:	Sarah Davies
Maths Intervention Co-ordinator:	Dan Moulton
Safe Guarding:	Martin James (Designated Lead) Liz Griffen (Designated Teacher)
Teacher in Charge of LAC:	Martin James (Designated Lead) Liz Griffen (Designated Teacher)
Disadvantaged Lead	Sue Bennett
Disadvantaged Lead Governor	Martin Lea
Teacher with Responsibility for Medical Needs:	Martin James (Designated Lead) Liz Griffen (Designated Teacher)

## **SECTION 11**

### **Reviewing the Policy**

This policy will be reviewed every 2 years or sooner in the light of operating procedures and/or changes in regulation and/or legislation.

## **SECTION 12**

### **Accessibility**

A copy of the most recent Accessibility Plan can be found on the Academy website.

## **SECTION 13**

### **Dealing with Complaints**

As a school we encourage parents to address any concerns initially with the Form Tutor, and then if they are unable to offer resolution, parents will be directed to a more senior member of staff. If the parent is still dissatisfied, they should then speak to the appropriate member of the SLT who will discuss and advise on the next steps.

Complaints can be made through the protocols outlined in the Complaints Procedures Policy which can be found on the Academy website but also can be obtained on request from the Academy.

A parent may also wish to seek advice at from the Cheshire East Information Advice and

