

SEND Policy

October 2018

SUCCEED, ASPIRE, INSPIRE, INNOVATE, ENJOY, LEARN

1. Introduction

Darton Academy is fully inclusive, providing opportunities for all learners to develop their potential personally, socially, spiritually, emotionally and academically in all areas of the curriculum and in all aspects of school life, regardless of gender, ethnicity, religious affiliation, social background, SEN or disability. At Darton Academy we recognise that special educational needs take many forms and as such all teachers are teachers of SEND. Darton Academy is a new build which is fully accessible for learners with a wide range of needs. Facilities include: full wheelchair access, height adjustable furniture, braille signage and hearing loops.

The following document provides current and prospective parents and carers with information about provision at Darton Academy in order that all learners realise their full potential, whatever that may be.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies which are available on the Academy's website:

- The Equality Policy
- The Accessibility Plan
- The school's SEND information report
- Local Authority information for parents regarding learners with SEND
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with school staff and governors. As we look to develop the SEND policy we will continue to consult with parents and carers and the learners themselves to ensure that all of their needs are being met.

2. Long Term Aim of this Policy

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for learners who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a learner's needs (using the Assess, plan, do, review model).
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
6. To provide support and advice for all staff working with SEND learners.

3. Identification of SEND

The SEND Code of Practice specifies four broad areas of need:

- Communication and Interaction (including Autistic Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Children and young people are identified as having SEND when they have a recognised need as outlined above. In addition, when an individual does not make adequate progress despite quality first teaching should be recognised that this may be due to an unidentified and therefore unmet need.

Progress for all learners is monitored on a regular basis as part of the assessment cycle. Progress for SEND learners is separately analysed per class and subject group to ensure that any underperformance is considered and appropriate class/subject level intervention is implemented as necessary. When a member of staff has on-going concerns regarding the progress of an individual learner, which remain despite intervention introduced as part of quality first teaching, further advice would be sought from the SEND team. The SEND team would then gather a range of Information about the individual learner to build a clear picture of any difficulties which may be being faced. Where a difficulty is uncovered a targeted period of intervention would commence with the aim of addressing the needs of the learner. In some instances a short burst of intervention can address the issue however where there are on-going concerns and progress is slow or low further advice from outside agencies would be requested to ensure that needs are being met and appropriate progress is made.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – however, these alone do not constitute SEND).

The SEND Code of Practice no longer allows for the identification of behaviour to describe SEND and consequently any concerns regarding the behavioural needs of an individual would form an underlying part of a wider need as outlined above.

4. A Graduated, Whole School Approach to SEND Support

All teachers are accountable for the progress and development of all learners in their classes. Quality first teaching at Darton aims to meet the needs of all individuals, whatever they may be, to ensure that each learner makes progress appropriate to their starting points. All teachers are given SEND information for every learner in their class and they use this information to meet their individual needs. Teachers oversee the work of any support staff in their lessons and collaborate with any specialist staff as required. Teacher planning takes

additional adult support into account and is discussed with those staff. However, it must be recognised that any intervention and support does not replace high quality teaching. Teaching and learning is evaluated on a regular basis and the provision for individual learners with varying needs is examined as part of this process. After each data collection the Assess, Plan, Do, Review Cycle starts and the information gathered about each individual learner is examined so that appropriate interventions are put into place where necessary. Where common issues arise, for example related to a particular group or SEND need, appropriate training for relevant staff would be offered to ensure that needs are met.

The Academy may decide, in collaboration with the parent/carer, to place a learner on the SEND register at SEN Support if after a period of intervention the rate of progress for the individual remains slower than would be expected from the given starting points.

In situations where additional support for an individual learner is required this would involve a graduated response:

- Class teacher identifies that a learner is making insufficient progress. - In class interventions are put in place to address the identified area of need and progress monitored. - Where progress remains slow or there are specific concerns additional assessments may take place, either by school staff or by external agencies dependent on the area of need. - Where there is a need for involvement from outside agencies parents would be informed to enable them to contribute to the process. - In cases where insufficient progress is made despite interventions, both in school and those advised by external agencies, a request for an Education Health and Care Plan would be considered.

Every learner on the SEN Support stage has a different profile of needs and the Academy adopts a personalised approach where required to ensure that those needs are met. If a learner's needs are more complex a learner passport is used to record key information about the individual and to highlight strategies which are effective in meeting their needs.

Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the learner and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the learner, parents/carers, and all agencies involved with the individual, and may lead to the issuing of an Education Health and Care Plan (EHCP). This would bring together the individual's health and social care needs, as well as their special educational needs and provision. Learners with an EHCP continue to be the responsibility of the teacher however, they may also access some further intervention or support within school. The progress of each learner with an EHCP will be monitored by the school at data collection points and also through the annual review process, where the outcomes on the EHCP will be considered.

5. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all learners. Progress for all vulnerable groups and individual learners is discussed at the progress meeting which follows each data collection point by key staff (Year group Progress Leader, Year Group Senior Leadership Link, Assistant Principal for Behaviour and Safety and Assistant Principal for Inclusion).

Provision for learners with SEND is monitored by the governing body as part of the Academy's monitoring and evaluation cycle and feedback from parents is gathered as part of the annual survey and during the annual review process. Learner feedback is gathered on an on-going basis via meetings with key workers and also more formally as part of the annual review process.

6. Criteria for exiting the SEND Register

Learners progress and the support in place is monitored regularly as part of the whole school monitoring process. Decisions about whether a learner should remain on the SEND register is made at the end of each monitoring cycle with learners added to or removed from the SEND register as appropriate. Where learners are removed from the register parents are informed by letter and offered the opportunity to discuss further if required. In situations where learners are added to the register this action would be taken following a telephone conversation or face to face meeting with the individual learner's parent/s or carers.

Where a learner no longer meets the criteria for SEND support they will continue to be monitored as part of the assessment cycle so that should any further difficulties arise these are addressed appropriately.

7. Resources

a) Funding for SEND

All schools receive an amount of money to support learners with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the learners within their school. The Education Funding Agency describes the funding available within schools for SEND learners as being made up from 3 elements:

Element 1 Core Educational Funding Mainstream per pupil funding (AWPU)

Element 2 Schools Block Funding Contribution of up to £6k for additional support required by learners with high needs, from the notional SEND budget.

Element 3 High Needs Top Up Top Up funding from the Local Authority to meet the needs of learners with EHC plans.

n.b. The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a learner's SEND support.

Additional resources for individual statements and EHC plans (Element 3) are allocated by top-up funding from the High Needs block budget. The level of top up funding for each learner is allocated at three levels i.e. range 3, 4 or 5 depending on the type and level of need of each individual. High Needs learners with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

b) Workforce Development

An induction process is in place for all teachers and support staff where the systems and structures in place to support the needs of individual learners are shared. Training programmes relating to meeting the needs of SEND learners is provided as required.

The school's SENCO regularly attends the L.A.'s SENCO network meetings in order to keep up to date with local and national issues in SEND and any relevant information is shared with the Academy's leadership team as appropriate.

8. Supporting learners and their families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Information Report is on our website and is updated annually, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer learners, we also provide information about:

- Our admissions arrangements - [Link](#) (Barnsley Council Online)
- Our links with other agencies - see SEND Information Report - [Link](#)
- Our transition arrangements - see SEND Information Report - [Link](#)
- Our school policy on managing medical conditions of learners – [Link](#)
- Our arrangements for examination and assessment access - learners who present with difficulties which may require access arrangements for examinations are tested by an assessor at the end of year 9 or at the beginning of year 10. As any arrangements which are granted remain valid for two years this allows the Academy to implement the arrangements throughout key stage 4. The access arrangements process is overseen by the SENCO who works closely with the LSA manager and Exams Officer to ensure compliance with JCQ regulations.

9. Supporting learners with Medical Conditions

At Darton Academy we recognise that learners at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

See Managing Medical Needs policy for more detailed information - [Link](#)

10. Bullying

'Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying in most cases (except those related to specific conditions) Academies should expect the same standards of behaviour as apply to the rest of the Academy community, having made the reasonable adjustments necessary'. (Anti-bullying policy)

At Darton Academy we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our learners with SEND. Our anti-bullying focus group, led by Mrs Kay, includes learners with SEND to ensure that any common issues which arise for this group are heard and overcome. Members of pastoral staff are available at break and lunchtimes on a 'drop-in' basis to deal with any bullying issues which may arise, an anti-bullying 'post box' also allows learners who are experiencing difficulties but do not have the confidence to speak out to leave a message for staff which will be followed up.

Anti-bullying policy - [Link](#) Safeguarding policy - [Link](#)

11. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. The Accessibility Plan can be found on the Academy's website ([Link](#)). Parents/carers can

contact key staff via the Academy's reception should they wish to discuss matters relating to accessibility any further:

- Shelley Oates - Health and Safety Officer – Beth Deakin (KS4) / Alex Barclay (KS3) – acting Senco

12. Roles and Responsibilities

- The Academy's acting Special Educational Needs Coordinator (SENCO) is Beth Deakin for Key Stage 4 and Alex Barclay for Key Stage 3. Telephone (01226) 382568 ext. 1312 Email: bdeakin@dartonacademy.co.uk and abarclay@dartonacademy.co.uk. Both the SENCO's are working towards the National Award for SEN co-ordination (NASENCo award) and as Assistant Principal for Inclusion is part of the Academy's Senior Leadership Team.
- The Academy employs 13 learning support staff. They carry out a range of roles across the school including in class support, one to one and small group work during both lesson and form time and offer key worker support for learners with high needs. This team is line managed by Kim Boyd. The Learning Support Team work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Safeguarding Lead is Amanda Callaghan:
acallaghan@dartonacademy.co.uk
- The member of staff responsible for Looked After Children is Lucy Kay:
lkay@dartonacademy.co.uk
- The staff responsible for managing the school's responsibility for meeting the medical needs of learners is Shelley Oates: soates@dartonacademy.co.uk

13. Storing and Managing Information

Documents relating to children and young people on the SEND Register are stored in a number of ways: paper copies of documents are held in locked filing cabinets in the SEND office, electronic copies of sensitive information is stored on both CPOMs, SIMS and Edukey with restricted, password protected access given on a 'need to know' basis. Other, non-sensitive information which needs to be shared with teaching staff is stored on the central system which itself requires password access.

All information which is passed on from primary feeder schools regarding SEND learners is stored in the SEND office for as long as the learner remains in the school. Once learners leave Darton Academy the information which has been stored is either:

- passed on to the school which the learner is transferring to, with a signature required

on handover of paper files. or - stored in the school's archives once a learner leaves the school in year 11.

Documentation relating to individual learners is stored for a period of 25 years.

14. Reviewing the Policy

We will review this policy biennially as part of the Academy's policy review cycle.

15. Dealing with Complaints

Darton Academy welcomes the opinions of parents and aims to deal with any issues arising quickly and effectively using the channels outlined in the SEND Information Report. If however, you continue to have concerns a copy of our complaints procedure can be found by following this link or on via the Academy's website:

Complaints procedure - [Link](#)

16. Appendices

All policies mentioned in this document can be accessed either by contacting the Academy directly or via the website. See below for links to relevant information:

- [The Equality Policy - Link](#)
- [The Accessibility Plan - Link](#)
- [The school's SEND information report - Link](#)
- [SEND identification flow chart - Link](#)
- [Local Authority information for parents regarding learners with SEND - Link](#)
- [Statutory Guidance on Supporting Pupils at School with Medical Conditions \(April 2014\) - Link](#)
- [The Safeguarding Policy - Link](#)
- [Anti-bullying policy - Link](#)
- [Managing Medical Needs policy - Link](#)
- [Our admissions arrangements - Link \(Barnsley Council Online\)](#)
- [Complaints procedure - Link](#)