

	<p>POLICY TITLE:</p>	<p>Special Educational Needs and Disability (SEND) Policy</p>
<p>Committee/Person Responsible for Policy: Author:</p>	<p>Board/Headteacher SENDCO</p>	
<p>Date Reviewed by Local Governing Body: Date Approved by RHT Board Next Review Date</p>	<p>1 March 2018 22 May 2018 March 2019</p>	

This policy should be read in conjunction with the school Safeguarding and Child Protection Policy

COMPLIANCE

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

- Equality Act 2010: Advice for Schools – DfE May 2014
- SEND Code of Practice 0 – 25 July 2015
- Schools SEN information Report Regulations 2014

1. Introduction

Taunton Academy respects the unique contribution which every individual can make to our community and seeks to place this contribution within a clear structure embracing the highest possible academic aspiration, whilst accepting and celebrating differences in ability, aptitude and skills.

2. Definition of Special Educational Needs and Disability (SEND)

The SEND Code of Practice 2015 states:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. ***A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.*** Special educational provision means ***educational or training provision that is additional to, or different from,*** that made generally for others of the same age in a mainstream setting in England.

School Information

The Headteacher, Mrs J Veal, has overall responsibility for Special Educational Needs and Disability (SEND) in the Taunton Academy

The designated Senior Leader responsible for coordinating the SEND provision for students is Mr R Russell, Deputy Headteacher.

The SENDCo coordinating the day to day provision for students at the Taunton Academy is Mrs K Mellish

The Governor with oversight of the arrangements for SEND is Mrs D Smith

3. Aims and Objectives

Aims:

- To create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all students can thrive.
- To identify at an early age, individuals who need extra help and support
- To enable each student to take part in and contribute fully to academy life.
- To develop individuals' self esteem
- To provide access and progression within the curriculum
- To involve students and their parents in planning to address or monitor their SEND

At the Taunton Academy all students, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

All students with SEND are expected to meet or exceed the high expectations set out for them based on their age and starting points. All students are expected to achieve at least three levels of progress in all subjects.

Every effort will be made to give students with SEND the support they need.

Ambitious educational (and wider outcomes) will be set with both parents and children.

Students will become confident resilient individuals, who will be able to make a successful transition on to the next phase of their educational journey into adulthood.

Objectives:

- To identify students requiring support
- To provide a high quality graduated response to the SEND provision at The Taunton Academy (see section 6 below)
- To continue to provide outstanding training and development to staff working directly with SEND students in order for students and parents to receive the best possible support.
- To provide effective transition at key stages of a student's educational journey
- To enable students with SEND to achieve throughout their time at the Taunton Academy.

4. Special Needs Staff

The Special Educational Needs and Disability Co-ordinator (SENDCO) has responsibility for coordinating the support for students with special educational needs and or disabilities (SEND) and developing the school's SEND Policy to make sure all students get a consistent, high quality response to meeting their needs in school. The Academy also employs SEND Specialist Teaching Assistants.

Class teachers are responsible for ensuring that the curriculum is adapted to meet the individual needs of students with SEND and for checking on their progress and identifying, planning and delivering any additional help they may need.

All teachers at the Taunton Academy are considered to be teachers of students with SEND and have a responsibility to meet the needs of students with SEND in their own subject areas.

There is also a SEND Governor who reports to the Academy's Local Advisory Body on special educational needs and disability.

5. Identification of Needs

The SEND Code of Practice 0 – 25 2015 identifies SEND under four broad areas of need:

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, Emotional and Mental Health
- IV. Sensory and / or Physical Needs

Students may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements

There are well-established links with contributory primary schools and discussions about pupils with SEND take place before they join the Academy. Many of the primary schools maintain contact with the SENDCO throughout the school year. The SENDCO attends the EHC plans or Statement Reviews of pupils who will transfer to the Taunton Academy as they arise during year 6.

During the summer term the SENDCO visits all the contributory primary schools that will have pupils with special needs transferring to the Academy in September. In this way the SENDCO has already met the children and often their parents as well as gathering useful information. Children who are particularly vulnerable will often have a transition plan which involves additional visits to the school.

The Taunton Academy staff use a wide range of tools to assess the amount and level of SEND support required. Learning needs are managed either by using additional support or by having an Education Health Care Plan (EHCP). The majority of students with SEND will have their needs met by the school.

6. Assessment and Provision

Where a student is identified as having SEN or a disability, the academy adopts a process of "Assess – Plan – Do – Review". This method is detailed in the SEND Code of Practice 2015. The principle is firmly embedded in working closely with parent / carer and student to agree,

action and monitor individual progress over time so that special educational needs for all students are addressed appropriately, effectively and with good outcomes.

The Academy uses the model for the assessment and provision of special needs teaching as stated in the Special educational needs and disability code of practice: 0 to 25 years (January 2015) and provides a graduated response within school.

Wave 1 - inclusive Quality First teaching in the classroom – how teachers support pupils in the class. Our teachers are responsible and accountable for the development and progress of the students in their class, including where they access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to the needs of a student with a special education need or disability.

Wave 2 – Additional interventions to enable children to work at age related expectations or above – time limited, targeted small group interventions monitored by SENCO, that help children to catch up.

Wave 3 – Additional highly personalised interventions – time limited, targeted, intensive interventions that accelerate progress. At Wave 3 healthcare or specialist services such as Educational Psychology Service or Learning Support Service also support students with a higher level of need.

The decision to place a student on the school SEND register is made collaboratively by the SENDCO, Deputy Headteacher and other senior staff. This is informed by the data and information provided by partner agencies as well as parents/carers and the students themselves.

7. Curriculum and Classroom Organisation

Additional support can take many forms and could include:

- Extra help from a Teacher or Teaching Assistant directed by the Head of Faculty or SENDCO.
- Support for personal care or physical therapy directed by a named professional
- Support with equipment (e.g. hearing aids).
- Teaching Assistant support in class to enable access, participation and inclusion.
- Support at unstructured times
- Key working or mentoring by a Teaching Assistant.

The SEND Code of Practice 2015 emphasises that all teachers are teachers of SEND. It is the expectation of the Taunton Academy that all classroom teaching is high quality and appropriately differentiated for individual needs. This is the first step in responding to students who have or may have SEND (Wave 1).

Teachers are responsible and accountable for the progress and the development of the students in their class, including those who access support from teaching assistants or specialist staff.

The progress and outcomes for all students are regularly monitored. Both the SENDCO and the Deputy Headteacher analyse the data of all students on a termly basis to ensure that parents and carers are informed of their child's progress, to identify high performance to enable effective challenge and also to assess where further support is needed.

The quality of teaching for all students, including those at risk of underachievement, is regularly monitored by departmental reviews carried out by the Deputy Headteacher for Teaching and Learning.

A rolling programme of INSET and training supported by the Educational Psychology Service and other specialist lead professionals has been developed with the view of improving teacher understanding of SEND and empowering them with a repertoire of strategies to support vulnerable learners.

8. Monitoring and Evaluation

The SEND department is reviewed annually by the Deputy Headteacher and SEND Governor and the SENDCO submits an annual report to Governors. On a bi-annual basis the department is also inspected by an Ofsted Inspector. These reports are for internal use only but clearly guide the effective direction of the department and ensure that all statutory need is met and wherever possible exceeded.

The Academy's policy is judged by the progress made by individuals: all students with statements/EHCPs are regularly assessed as required by law. Other students whose needs have been identified are also carefully monitored. If at any time a student is extracted from mainstream lessons to improve their literacy skills their reading and spelling age will be tested at the beginning and the end of the period of extraction so we can measure the effect of the intervention. Details of these test results will be made available to parents.

All the staff report regularly on every student's progress as required by the school's assessment policy and other difficulties may be identified as a result. A very important aspect is the social adjustment of SEND pupils. Failure to make progress and frustration are common causes of anti-social behaviour and truancy and this is an immediate concern of the team of pastoral staff. This can be as true for the most able as well as the less academically able.

Success in obtaining qualifications such as GCSE, and other national awards is an important indicator of the effectiveness of the policy and it is expected that progress in National Curriculum levels and tests is also an important indicator.

9. Links with Parents and Other Bodies

The Academy has well established systems for informing parents about their children's progress. Parents and carers receive interim reports termly. All parents and carers are encouraged to contact either their child's Year Leader or the SENDCO for any further advice/ support or information. Children with SEND have annual reviews, which are statutory in the case of those with statements or EHCPs. Parents are invited to these reviews and their views and those of their child are an integral part of this process.

The Pastoral and SEND teams regularly liaise with outside agencies who work in partnership with the Academy and can access support from them. These include CAMHS (Child and Adolescent Mental Health Services) and a range of services from the Local Authority Support Service, including Educational Psychology, Physical Impairment and Medical Support, Behaviour Support Team, School Nursing, English as an Additional Language Team (EAL) and integrated Occupational, Speech and Physiotherapy services.

10. Coming off the SEND Record

A student will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. Parents and Carers will be notified if their son or daughter is added to or removed from the SEND record.

A student with an EHCP will follow the statutory guidance for ceasing a plan as set out in the Code of Practice 2015. The ceasing of an EHCP is determined by the local authority where a student no longer requires the special education provision as specified in the plan.

However, a student's progress will still be monitored by the academy's tracking and monitoring systems.

11. Storing and Managing Information

Reference the Data Protection Policy

12. Supporting students with medical needs

The Taunton Academy will work within the statutory guidance, Supporting Students at School with Medical Conditions (DfE 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and the Taunton Academy are expected to make reasonable adjustments in order to accommodate students who are disabled or have medical conditions.

13. SEN information

The Taunton Academy presents its SEND information in three ways:

- i. By information placed on the Academy website
- ii. By following the link from the academy website to the local authority's Local Offer website
- iii. Through information contained in this policy which is also published on the Academy website

All information can be provided in hard copy and other formats upon request.

14. Accessibility

The Taunton Academy publishes an Accessibility Plan on the school website. Further information about our Academy's accessibility can be found on the Local Offer

15. Comments and Complaints

Parents are encouraged to discuss any concerns with the SENDCO or the Deputy Headteacher Student Welfare: phone 01823 348200 or email reception@thetauntonacademy.com

The Academy has a Complaints Policy which can be found here: <http://www.thetauntonacademy.com/about-us/policies/>

In addition the Education Authority (Somerset County Council) also has a system to allow parents to appeal regarding its responsibilities and there are further rights of appeal, culminating in an independent tribunal.