



Policy Statement for Additional and  
Special Educational Needs  
(Incorporating Information Report and  
Local Offer)

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**This policy statement was originated by Emma Merchant – Assistant  
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# 1. Guiding Principles and Objectives

This policy has been formulated with regard to section 69(2) of the Children and Families Act 2014 and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014. This policy also needs to be read in conjunction with the Safeguarding Policy.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.

As part of using its 'best endeavours', David Nieper Academy have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the academy or by drawing on support from outside services. The approach set out in this section sets out key elements of how this should work in practice.

- 1.1 David Nieper Academy is committed to providing an appropriate and high quality education for all learners attending the academy. We believe that all learners, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.
- 1.2 We believe that all learners should be equally valued in the academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where people can flourish and feel safe.
- 1.3 We believe that all learners (those with or without SEND) are supported and challenged to achieve better than expected progress that is in line with their peers- this is encouraged through high levels of support and intervention at each wave of provision.
- 1.4 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
- 1.5 We believe that inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.
- 1.6 This policy describes the way we meet the needs of learners who experience barriers to their learning, which may relate to sensory or physical impairment, disability, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in the academy.

## 1.7 Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for learners with SEND (see also curriculum and assessment policies)
- To work closely with previous providers of education to ensure a smooth transition into the academy
- To ensure that every learner experiences success in their learning and achieves to the highest possible standard
- To enable all learners to participate in lessons fully and effectively
- To value and encourage the contribution of all learners to the life of the academy
  
- To work in partnership with parents
- To track and monitor the impact of interventions to evaluate their success in improving outcomes for pupils
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual learners
- To ensure that all staff have access to training and advice to support quality teaching and learning for all learners
- The academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the academy. We promote self and mutual respect and a caring and non-judgmental attitude throughout the academy.

## 2. SEND Support Team

### 2.1 Roles and Responsibilities

- 2.1.1 The SEND team have a pivotal role to play in facilitating and coordinating the whole academy approach to special educational needs. The Team, which includes specialist Teaching Assistants, work in partnership with all staff in their various roles such as subject teachers, form tutors, and Pastoral Support Managers to ensure the effective and efficient implementation of the academy policies on special educational needs.
- 2.1.2 The SENCO has an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the academy. The SENCO is a member of the Senior Leadership Team.

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans or a statement of Special Educational Needs.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the academy SEND policy;
- coordinating provision for children with SEND;
- acting as the relevant designated teacher where a looked after pupil has SEND;
- advising on a graduated approach to providing SEND Support;
- advising on the deployment of the academy delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEND;
- liaising with early years providers, other academies, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the Headteacher and academy governors to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

## 2.2 Facilities

The academy is a three-storey building with many steps and stairs. There is, however, disabled access (lift) throughout the building, and disabled toilets. Each faculty area has height adjustable tables and benches. The academy will have regard to the Equality Act 2010, the Children and Families Act 2014 and the *Code of Practice 2015: 0 to 25 years* in terms of admitting learners with disabilities.

There are also facilities for small group/individual teaching.

All members of the academy community, including learners, are invited to inform the academy of any disability they have.

## 2.3 Organisation

<b>Assistant Head / SENCO</b>	Emma Merchant
<b>Assistant SENCO</b>	Anna West
<b>SEND Link Governor</b>	Anne Birch
<b>SEND Link Governor</b>	Paul Pritchard
<b>Teaching Assistants</b>	Kelly Stevens
	Connor Hutchinson
	Reiss Blunden
	Laura Hibberd

## 2.4 Specialisms and Training

Anna West (Assistant SENCO) is the Specialist Assessor and completes the assessments, applications and arrangements (in collaboration with the Examination Officer) for all Access Arrangements.

A comprehensive programme of Continuing Professional Development for SEND is planned according to the academy CPD calendar.

## 3. Identification, Assessment and Recording of SEND

### 3.1 Objectives

- To ensure that the identification and assessment of learners with special educational needs takes place as early as possible.
- To keep an academy register of learners with special educational needs and to maintain all records relevant to decisions made in relation to any student's registration.

### 3.2 Identification, Assessment and Review - The Graduated Approach

3.2.1 The academy follows the SEND *Code of Practice 2015: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of learners with special educational needs.

The four key actions are:

**Assess** - clear analysis is made of needs based on (where appropriate):

- views of the child/young person and their parents / carers teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data assessments by external agencies.

**Plan** - following assessment, the teacher, SENCO, parent / carers and pupil agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place date for review.

**Do** - all relevant staff are made aware of the plan and implement the adjustments, support and interventions. The SENCO supports teachers in the effective implementation of provisions.

**Review** - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

### 3.2.2 Description of Waves of Intervention – Graduated Approach

#### Wave 1 - Quality First Teaching

All pupils are entitled to high quality teaching. This is also described as universal provision. Teachers are aware of the individual strategies for each pupil and adjust their teaching to suit differences in learning. Some pupils may, at times, be taught in small groups or in a one-to-one situation to support their learning. All teachers make creative adaptations to classroom practice enabling children with SEN to learn inclusively and meaningfully, alongside their peers.

#### Wave 2 - Targeted Provision

Some pupils receive additional SEND provision from well- trained staff: this is a specific, time limited, evidence-based intervention for pupils who are not making good progress.

There are a very small number of pupils who will continue to need support on a long-term basis and have persistent needs. These pupils may face challenges to reach expected standards in literacy though they can excel in other areas. The decision is based on how well the learner is doing and how far behind they are compared to their age group. Wave 2 interventions last a specified number of weeks, and by the end of the intervention pupils in the group should have caught up. The pace of this type of intervention will suit some pupils who need a quick boost. The pupil who has greater difficulties in literacy and who is unlikely to catch up with their age group through a targeted intervention will be provided with a more personalised intervention.

#### Wave 3 - Specialist Provision

The needs of the pupil may be so individual that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class/subject teachers are clear how to encourage independence and boost these pupils' self-esteem. This provision may come from within the academy or from outside the academy (i.e. a collaboration with other schools or the LA Local Offer).

Some of the features of specialist provision are:

- Taught by a teacher/teaching assistant in a 1:1 situation. Based on the needs of the child.
- Highly structured so that the steps in learning are small and achievable. Time-limited. Designed to boost progress and help the child close the gap between themselves and their year group.

3.2.3 Learners receive a differentiated curriculum (Wave 1) and those who fail to make the expected progress are initially identified by class teachers. The academy has a graduated approach to supporting learners with SEND. Classroom teachers are expected to adopt a 'Quality First Teaching' (Wave 1) approach in order to meet the needs of the learners. **Reasonable adjustments** to their practices are expected with them being encouraged to adopt a variety of strategies and approaches in order to engage the learner. Where concerns persist then a learner may be put forward for wave two interventions to help support their progress and attainment.

(NOTE: Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to: the needs of the disabled learner; the effectiveness of the adjustment; the cost of the adjustment and the likely impact of the adjustment upon the learner and other learners.)

3.2.4 The academy will involve parents/carers and the young person in question as soon as we feel a learner may have a barrier to learning.

3.2.5 In academy we use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles, P Scales, Teacher Assessments, Screening Tests, SATs results, RAISE online, TA observations and assessments, reading/spelling phonological awareness tests, ARTi; etc. (This list is not exhaustive.) A range of diagnostic tests are used as appropriate.

3.2.6 Learners who fail to make expected progress on the basis of accumulated evidence are placed on the SEND Register. Parents are informed after academy staff are confident that there is an underlying difficulty that remains despite quality first teaching (Wave 1) and some wave 2 interventions being put in place. For a pupil to be placed on the SEND Register, their support should be additional to, or otherwise different from, the provision that is generally provided to their peers, in order to ensure progression.

### 3.3 Recording of SEND

3.3.1 When a learner is identified as needing SEN Support, they will be added to the academy SEND Register. (Code K.) A learner with an EHCP (Code E) or with a statement of educational need (Code S) are also recorded on the SEND register.

3.3.2 Each learner on the SEND register will be allocated a **Key Worker**. The Key Worker, in collaboration with the learner and parents or carers, will produce the following documentation.

**One Page Pupil Passport** – an over view document, with information about the pupil and how to support in class. Outcomes will be discussed and targets set to achieve these outcomes.

## 3.4 Review Meetings

- 3.4.1 Parent Consultation meetings are held annually for all learners where general progress is discussed. Parents/carers and learners are invited to attend so that teachers are able to share feedback with them and address any concerns that may exist.
- 3.4.2 Representatives from external support agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new SEND Support Arrangement the SENCO will file a copy centrally and send a copy to parents/carers and any external agency that is involved.
- 3.4.3 For learners with a Statement of Special Educational Need or an EHCP, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the Statement/EHCP to ensure that the needs identified and level of support are still correct. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.
- 3.4.3 For learners with a Statement of Special Educational Need in years 6, 9 or 11, a Transfer Review will be held in the Autumn Term. This meeting is the starting point of the transfer of Statement to EHCP.

## 4. Specialist SEND Provision

### 4.1 Whole academy policy

- To provide, for learners with special educational needs, access to a broad and balanced curriculum that is differentiated to meet individual needs. Quality First Teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- To provide additional intervention and support for learners with special educational needs: SEND should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEND.
- To provide teaching of basic skills for learners with significant learning difficulties with aspects of literacy and numeracy to ensure a greater degree of learning independence.

### 4.2 Differentiation

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.

Potential areas of difficulty should be identified and addressed at the outset of work.

SEND strategies and overviews are available on the shared area for all staff to access.

### 4.3 SEND Support (Teaching Assistants)

4.3.1 In addition to quality first teaching and a differentiated approach, learners with SEND may also require extra attention and support for their learning needs. The main focus of this learning support from Teaching Assistants will be in the mainstream classroom where these learners will be taught alongside their peers. The general objectives of in-class support:

- Teaching Assistants are actively involved in lessons and proactively provide support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Adjusts activities according to pupil responses, to ensure differentiation and/or challenge.
- Monitors pupils' responses to learning activities and provides feedback to the teacher.
- Provides feedback to pupils in relation to progress and achievements, under the guidance of the teacher.
- Show knowledge of subject and criteria through using questioning/learning tasks to check understanding of tasks and to facilitate progress.
- Promotes a positive climate for learning and model good behaviour.
- Challenges behaviour and implements academy ethos.
- Establishes constructive relationships with pupils and interacts with them according to their individual needs.
- Demonstrates a good knowledge of SEND barriers in lesson and targets support appropriately to meet individual needs.
- Encourages pupils to work independently with others and engage in learning.

- 4.3.2 It will be the responsibility of the SENCO and Assistant SENCO to establish a framework of learning support across the curriculum. The allocation of TA's to classes will depend both on **pupil priorities**- to meet the requirements of learners with statements and EHC plans and to meet the needs of other learners on the academy's SEND Register; and **subject priorities**- where priority will be given to the core subjects of English, Maths and Science and then to areas where learners will require most help with reading, writing and conceptual understanding.
- 4.3.3 Anna West (with the support of the SENCO) will co-ordinate the timetables and deployment of Teaching Assistants. Teaching Assistants will co-ordinate interventions and ensure a graduated approach is in place and relevant documentation is complete. Teaching Assistant's will liaise closely with departments creating secure links between the SEND department and subject areas.
- 4.3.4 There will be circumstances when individuals or small groups of learners may need to be withdrawn from their mainstream lesson to work with specialist staff to ensure better than expected progress is made - the class teacher will remain responsible for learners within the group.

#### 4.4 SEND Provision

- 4.4.1 There will be times when individual learners may have some specific learning, physical, emotional, social or behavioural problem which prevents them, temporarily, from fully participating in mainstream lessons. In these circumstances their lessons can be delivered to them or they can access the work from the lesson in the BASE until, after successful recuperation and/or mentoring, the student can re-join their peers in lesson.
- 4.4.2 The objectives will always be part of a strategy to overcome barriers to learning and may include:
- Approaching aspects of the curriculum in a different way
  - Reinforcing appropriate classroom learning behaviour
  - Giving extra information to basic concepts
  - Working on ICT based programs to support basic skills
  - GCSE Coursework Support
  - Provide academic and social support for learners with emotional difficulties
  - Provide a bespoke and personalised timetable for vulnerable/SEND learners to support social, emotional and mental health needs
  - Feedback and liaise with parents regarding provision and learners.
- 4.4.3 When learners have had prolonged periods of absence for emotional or medical reasons, there may be a need to reintegrate them gradually into mainstream. This graduated reintegration will be managed and monitored by the Assistant SENCO and a bespoke timetable.

## 4.5 Complaints

The academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting learners' needs. All complaints are taken seriously and are heard through the academy's complaints policy and procedure.

## 5. SEND Categories

### 5.1 Objective

- To provide a robust and graduated response to SEND. Once a potential special educational need is identified, the academy will take a graduated approach to ensure effective support is in place.
- These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the learners' needs and of what supports the learner in making good progress and securing better than expected outcomes.
- Learners who are identified as having SEND are monitored via the SEN Register. Intervention and provision is recorded on the provision map and is reviewed termly. SEND information is maintained by the SEND admin team and is kept up to date.

### 5.2 Categories of SEND – Broad Areas of Need

**Cognition and Learning** when children learn at a slower pace than their peers, even with appropriate differentiation and quality first teaching. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where learners are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
- SLCN (Speech, Language and Communication Needs) ASC (Autistic Spectrum Condition)

**Social Emotional and Mental Health Difficulties (SEMH):** They include:

- Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder) Attachment Disorder

**Sensory / or Physical Needs:** including:

Vision Impairment

Hearing Impairment

Physical Disability

## 6. Working with Outside Agencies

- 6.1 The academy will seek advice and help from agencies, and work in partnership with them to meet the special needs of learners.
- 6.2 The academy will involve a specialist where a learner continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEND support.
- 6.3 The academy will contact the pupil's parents to inform about the decision to involve specialists. For the specialist to begin working with the pupil, permission must be given by the parents.
- 6.4 The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent and teaching staff supporting the child in the same way as other SEND support.
- 6.5 The SENCO and class teacher, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.
- 6.6 Agencies include:

The Educational Psychology Service

Physical and Sensory Support (hearing/vision impaired learners)

Behaviour Support Service

Autistic Spectrum Disorder Outreach Team Speech

The Academy Health

Centre Education Welfare

Service Pupil Referral Units

Children's Social Care

Children and Adolescent

Mental Health Service

(CAMHS)

Parent Partnership

Virtual Schools to determine the arrangements for supporting children who are Children in Care with the local authority and have SEND.

- 6.7 General Procedures

In all cases involving the above support services, the SENCO will aim to observe the following procedures:

- Decisions will be reached by the SENCO in collaboration with the Progress and Achievement Leader for each year.
- Parental permission will be sought and a formal request for specialist support will be made.
- Arrangements will be made to collect relevant information about the nature and extent of the learner's problems and pass it on to the agency.
- Arrangements will be made for external specialists to observe/assess/meet with learners, parents and teachers.
- Learning plans and provision will be adapted to take into account the specialist advice and support offered (see 3.3.2).

## 7. Working in Partnership with Parents

- 7.1 The academy works in partnership with parents of learners in accordance with guidance in the 2015 SEN Code of Practice: 0 to 25 Years.
- 7.2 If the class teacher has an initial concern about a learner's progress they will discuss this with Progress and Achievement Leader. Following this parents will be invited in to discuss this with a member of staff at the earliest opportunity and be told of strategies in place to help their child.
- 7.3 If a decision is being considered to move a learner on to the SEN Register then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child.
- 7.4 Parents'/carers' views will be sought when a learner's Learning Plan is drawn up and suggestions as to how these outcomes can be supported at home will be given.
- 7.5 Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- 7.6 Learner's views will be sought and taken into account during the review process and at other key times throughout the year.