

# Special Educational Needs and Disabilities Policy

## 2020-2021



Co-op Academy  
Leeds

### **Mission statement:**

As an inclusive school, the Academy strives to ensure that **ALL** students are able to fulfil their potential.

The Academy will endeavour to support students master basic literacy and numeracy skills as well as developing life skills by promoting **self-help** and **self-responsibility** at any given opportunity.

All members of staff have a responsibility for maximising achievement and opportunity of vulnerable learners - specifically, all teachers are teachers of pupils with SEND.

Our aim is to ensure high quality teaching is delivered which is differentiated and personalised, meeting the individual needs of the SEND cohort. Where individual needs cannot be met by quality first teaching, a graduated response of support will be implemented with specialist wave 2 and 3 support and interventions, withdrawal groups and delivery of alternative curricula.

Through our values of **care** and **share**, the Academy will ensure students are making progress through regular tracking of attainment data and by ensuring additional support is deployed effectively. Regular quality assurance of teaching and support staff will also be conducted to promote **equity** and high standards.

The SEND team will ensure all staff are regularly updated with the individual needs of SEND students and are aware of the most effective strategies to support them.

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## Special Educational Needs and Disabilities

A student has SEND if he/she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A student has a learning difficulty or disability if he or she:

- has a **significantly greater difficulty in learning** than the majority of others of the same age
- has a disability **which prevents or hinders him or her from making use of facilities** of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

*SEND Code of practice 2015*

## Overview of SEND provisions

In addition to high quality teaching, the Academy offers a range of provisions to support the needs of our students:

### **Nurture group**

A smaller cohort of students in KS3 receiving a high level of support; taught in the same class for the majority of the time following a differentiated curriculum.

### **Foundation learning groups**

A smaller cohort of lower ability students taught together in most lessons. They will work towards achieving appropriate entry level qualifications and vocational studies which may include ASDAN and functional skills as well as others.

### **Wave 2/3 specialist interventions**

Regular targetted withdrawal sessions with the principle aim of accelerating learning or bridging learning deficits in literacy, numeracy and social skills.

### **BRIDGE**

An internal SEND provision for students with significant complex learning, social and emotional needs where discrete interventions are delivered as part of timetabled curriculum lessons.

### **In-class support from Intervention Tutors**

SEND staff are strategically deployed in various subject areas to supplement teachers and support key students in accessing mainstream curriculum.

## SEND Support

To support high quality teaching, information is shared through various forms. All teachers are responsible and accountable for the progress of students in their classes, including those who access additional intervention.

**Additional needs registers:** comprehensive lists of all students who have SEND with descriptions of the needs.

These are located on sharepoint - SEND/documents/additional needs registers.

**Group support plans:** generic strategies to support students with similar needs. Group support plans are reviewed annually.

These are located on sharepoint - SEND/documents/group support plans.

**Pupil profiles:** personalised information on more complex students outlining targets, outcomes and strategies to support. These are created in conjunction with students and parents. They are reviewed termly during pupil profile meetings which include all teaching staff.

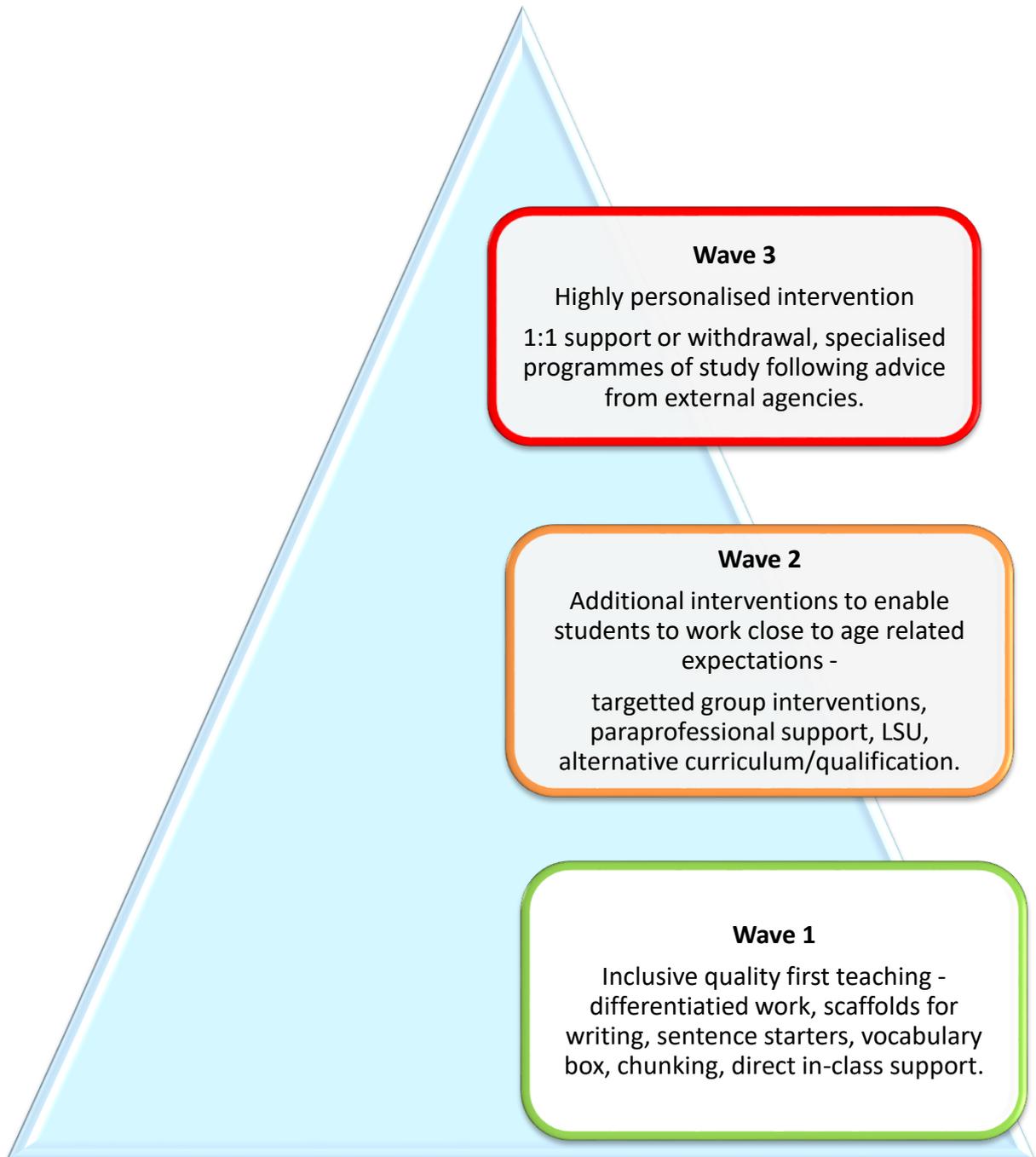
These are located on SharePoint - SEND/ Documents/ Pupil profiles

**Exit criteria for additional needs register:** Where students overcome barriers to learning and no longer require any additional support, they are removed from the additional needs register. These decisions will also be based on progress data, pupil voice and parental input and will be made by the SENDCo.

## SEND Team

Director of Inclusion (SEND) Designated Teacher for Children Looked After Safeguarding Officer	Kamran Ayub (MKA)
SEND teacher/ ASDAN Co-ordinator	Jazdev Jheeta (JJ2)
SEND administrator and support Co-ordinator	Chloe Foy (CAF)
SEND and Vulnerable Students Learning Co-ordinator	Dalton Johns (DJ)
SEND Paraprofessionals	Ainee Khalid (QK) - year 8 Robina Hussain (RZH) - year 9
SEND Teaching Assistants	Charlie Hurren (CH) - year 7 Georgiana Caprariu (GC)- year 10 Carter Howard (CH2) – year 11

## Intervention support model



### Communication and interaction

Students with speech, language and communication needs (SLCN) 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including, but not limited to, moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum, associated difficulties with mobility and communication, 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 aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Categories of need.

### Social emotional and mental difficulties

Students 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 which are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Physical and sensory

Students may 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. Some students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## Identifying SEND

Early identification of SEND is widely recognised and crucial to ensuring effective provisions are in place to improve long-term outcomes for students. Regular and accurate assessments from subject teachers should seek to identify students making less than expected progress.

Where progress continues to be less than expected, the member of staff, working with the SENDCo, should assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

**The purpose of identification is to work out what actions the Academy needs to take**, not to fit a pupil into a category. Where there are concerns around students' progress, a detailed assessment of need may take place to gain a full understanding of particular strengths and weaknesses. The following skills may be assessed:

- Speed of processing
- Memory (short term auditory sequential and working memory)
- Phonological awareness
- Basic literacy skills
- Basic numeracy skills

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, it may be an indicator of a range of learning difficulties or disabilities.

In the same way, **persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND**. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

All staff should also be alert to other events which can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. All aspects of a student's performance in different areas of learning and development should be investigated to establish whether a lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND (see next page).

## EHCPs

All statements have been converted to EHCPs (Education, Health and Care Plans). A request for an EHCP is made to the local authority by the SENDCo if relevant progress is not being made and students' needs cannot be met by the school. EHCPs are reviewed annually and co-produced by parents with the young person at the centre of all decisions.

### **Identifying SEND with EAL students:**

'A pupil has SEND where their learning difficulties or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'

*(SEND Code of Practice 2015)*

The Academy will ensure SEND support takes the form of a graduated response in a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

### **Assess:**

Where an EAL pupil has made little or no progress over a period of six months, an analysis of the pupil's needs will take place providing an indication of whether the pupil has SEND. The following skills will be assessed:

- Speed of processing
- Memory (short term auditory sequential and working memory)
- Phonological skills
- SENIT numeracy assessment
- A detailed first language assessment (communication difficulties)
- Observation feedback from teachers/support staff on learning, social and emotional concerns.

### **Plan:**

Following the outcome of the assessments, the SENDCo and the Leader of EAL will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress/development, together with a clear date for the review.

### **Do:**

The class or subject teacher should remain responsible for working with the child on a daily basis and monitoring interventions. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the subject teacher should still retain responsibility for the pupil.

### **Review:**

The impact and quality of the support and interventions will be evaluated, together with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The subject teacher and the Leader of EAL working with the SENDCo should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil continues to make little or no progress, despite evidence-based support and interventions which are matched to the pupil's area of need, the Academy will involve specialists, including those secured by the school itself or from outside agencies.

## Graduated response

The Academy uses a graduated approach to respond to the needs of SEND students in the form of a four-part cycle:



## Graduated response in practice - a suggested support and timescale example:

Joe is struggling to retain information and has difficulties acquiring basic concepts. This manifests itself in poor behaviour and avoidance strategies. He is underachieving in most subjects.



## Quality Assurance

To ensure high standards for SEND are maintained, the following measures are in place:

- DOTTs within department areas to develop the quality of teaching and learning.
- Learning enquiries are conducted to investigate standards that require further investigation. This may encompass various aspects of Teaching and Learning.
- Individual observations of Para-professionals and SEND provisions to inform CPD and ensure consistency of support across the Academy.
- Various observations of SEND students including those with EHCPs - conducted by the SENDCo with the support of ALT through the learning enquiry model.
- Interventions delivered by support staff, monitored on a regular basis in line with data collection points to review impact.

## SEND Learning Enquiries

### Rationale:

SEND covers a wide breadth of standards in the Academy including teaching, learning, assessment, personal development, behaviour and welfare, and therefore cannot solely be developed by the SEND department. The SEND code of practice stipulates a shared accountability with the main principle of improving outcomes for students with SEND.

In line with national policy changes for SEND and following recommendations from OFSTED, key areas for development have been identified. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. In order to facilitate changes, the outline below provides a suggested framework to drive standards, improve transparency as well as supporting the development of staff, to enable all staff to be confident in meeting the needs of students with SEND.

### Outline:

- Monitor and evaluate a specific focus of SEND practice/provision and the impact.
- Learning enquiries are done **'with'** and not **'to'** staff - shared planning takes place prior to the LE, led by SENDCo with the support of ALT.
- Developmental rather than judgemental - general feedback on strengths and areas for development shared with all.
- Builds expertise, respect and trust amongst colleagues - transparency and community of practice.

- The spirit of monitoring is one of the shared aims of better outcomes for children.
- High quality feedback is provided to all staff.
- LEs identify best practice which can be shared; LEs inform future professional development.
- Gain a holistic picture of standards across the Academy.
- Evidence is compiled through various channels - learning walks, observations of identified students, book scrutiny, pupil voice etc.
- Empower staff to work collaboratively through the community of practice.
- Provide a deeper understanding of how children learn and develop.
- Facilitate overall inclusive school improvement.

## Partnership with outside agencies

The Academy is proactive in identifying sources of support as students develop through their school life. We seek to respond quickly to emerging need and work closely with other agencies including:

- Complex needs service
- Educational psychology team
- SENSAP
- Speech and language services
- STARS
- Social services
- SENDIASS
- Inner East Cluster
- CAMHS
- DAHIT
- VIT

In accordance with the SEND Code of practice 2015, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.)

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo who is also Designated Teacher for CLA, but in some cases it can be another member of staff who we have identified as a key worker.

**SEND referral form:**

**Identification of student needs/concerns**

Student name:

Referring staff:

Date:

<b>Area of concern</b>	<b>Tick</b>	<b>Area of concern</b>	<b>Tick</b>
<b>Learning</b>		<b>Learning</b>	
Comprehension		Short-term auditory memory	
Presentation		Independent learning	
Attention to task		Output	
Illegible writing		Needs instructions broken down	
Recording work from text		Homework	
Recording work from board		Sequencing	
Spelling		Number concepts	
Organisation of thoughts		Confidence	
Unable to follow simple instructions		Verbal participation in class	
Unable to follow complex instructions		Self-esteem	
Spatial skills		Reading skills	
Working memory		Spelling skills	
Phonics		Processing difficulties	

<b>Social/emotional concerns</b>	<b>Tick</b>	<b>Social /emotional concerns</b>	<b>Tick</b>
Motivation		Co-operation	
Concentration		Demanding	
Easily distracted		Lack of attention to learning	
Calling out in class		Self esteem	
Leaving seat		Inappropriate verbal participation	
Working as part of group		Poor relationship with peers	
Relies on peer support		Poor relationship with adults	
Refuses peer support		Needs firm structures	
Refuses adult support		Poor self-control	
Gives up easily		Attention to task	
Listening skills		emotional regulation	
Loner		Confidence	
Social skills		Immature behaviour	
Vulnerable		Inappropriate behaviour	

Support strategies currently in place:

Other concerns or comments:

SEND Intervention Request Form

Teacher Name: \_\_\_\_\_ Class: \_\_\_\_\_



Lesson 1	Lesson 2	Lesson 3
Day: _____ Period: _____ Intervention (including target students):	Day: _____ Period: _____ Intervention (including target students):	Day: _____ Period: _____ Intervention (including target students):
What will success look like (e.g. students will be able to/Students can...)	What will success look like (e.g. students will be able to/students can...)	What will success look like (e.g. students will be able to/students can...)
Feedback on intervention (including next steps):  Outcomes achieved <input type="checkbox"/> Outcomes not met yet <input type="checkbox"/>	Feedback on intervention (including next steps):  Outcomes achieved <input type="checkbox"/> Outcomes not met yet <input type="checkbox"/>	Feedback on intervention (including next steps):  Outcomes achieved <input type="checkbox"/> Outcomes not met yet <input type="checkbox"/>

Please note: Completed forms must be submitted by Friday at 1pm.

## Example pupil profile:

### PUPIL PROFILE

NAME: XXXXXX XXXX			Coaching group: XXX			SEN Stage: K		
<b>DC levels</b>	English	DC1	DC2	DC3	Maths	DC1	DC2	DC3
<b>End of year targets</b>	English				Maths			
<b>Areas of need:</b> SLCN - autistic traits; communication difficulties, rigidity of thought, difficulties with pronunciation of various sounds. SpLD - writing (signs of dyspraxia) SEMH			<b>Things I find difficult:</b> Noisy environments - I am over sensitive to sounds, colours and light. Social interaction at break and lunch time. Writing - I need access to a laptop for the majority of lessons. Not having a routine - I need to have clear routines especially in lessons. Concentration - challenge me with more difficult work.					
<b>To be successful I need:</b> <ol style="list-style-type: none"> <li>To develop the hand skills in using maths equipment.</li> <li>To develop extended responses that focus on the task.</li> <li>To use the correct punctuation in my writing.</li> <li>To remain focused on my work.</li> </ol>			<b>Outcomes:</b> <ol style="list-style-type: none"> <li>I will be more independent in the graphic elements of maths such as using a ruler and compass.</li> <li>I can write in sentences including complex connectives such as however, although and therefore.</li> <li>I can consistently use full stops and capital letters in my writing.</li> <li>I will attempt a task even if it appears difficult and challenging at first.</li> </ol>					
<b>Teachers can help me by:</b> <ul style="list-style-type: none"> <li>Setting work at an appropriate level in all lessons.</li> <li>Sharing the plan of the lesson including a clear start, middle and end for activities.</li> <li>Allowing me to use a laptop for all writing activities.</li> <li>Using my name and speaking to me politely - I respond well to this.</li> <li>Allowing time for me to process my responses.</li> <li>Supporting me to take part in small group work to develop my social skills.</li> <li>Using Lexia/Accelerated Reader.</li> <li>Chunking down activities/tasks (in number order).</li> <li>Seating me away from other students and towards the front of the class.</li> <li>Allowing for 5 minutes time outs or breaks after completing sections of longer tasks. (Not on computer games).</li> <li>Giving me extension tasks to add a sense of challenge.</li> <li>Reminding me constantly to help me slow down my speech (I may need to have a drink of water to help me to do this).</li> <li>Reminding me to split words into syllables to support pronunciation and spellings.</li> <li>Praising me on the content of completed work rather than presentation.</li> <li>Using pictures to help me to understand concepts.</li> <li>Giving me appropriate time to calm down in a different environment if things go wrong.</li> <li>Buddying me with a positive role model.</li> <li>Allowing use of role play to help learning.</li> </ul>								
<b>Things that are important to me:</b> My favourite food is steak, pizza and kebabs.			<b>My strengths and hobbies:</b> Very able reader. Excellent ICT skills. Love playing on Wii and PS3. Games Club. I like Minecraft. I have a great sense of humour.			<b>Where to find more info:</b> SEND Office		
<b>EXTERNAL AGENCIES:</b> Educational Psychologist. LCC SEN Officer.			<b>BASELINE ASSESSMENTS:</b> Reading Age: 12y 11m NVR SS: 102			<b>EXAM ARRANGEMENTS:</b> Word processor		
DATE UPDATED: 22.11.19								

## Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we **will not** discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

## Arrangements for Transition

- The Academy has a year 7 SEND transition in place to provide a clear path for supporting the engagement of students in mainstream lessons and to help bridge the gap between nurture and mainstream. This involves additional visits to the Academy for students with high level needs or those who are lacking in confidence. Students are encouraged to take part in a variety of social skills and team building activities to support them feel more confident in preparation for their arrival in September.
- For post-16 transitions our SENDCo liaises with the local authority's Transition Advisor to ensure students with high levels of need have a secure transition to the next phase of their education. With the support of key staff, this may entail visits to educational establishments with student and parents. The Academy also ensures students have regular support from our in-house careers advisor to support with post-16 pathways - parents/carers are encouraged to support this process.
- Some Year 11 SEND students are supported with applications for vocational level 1 or level 2 courses, some of which include motor vehicles, hair and beauty, digital arts, business, media and electrical installations.

**Accessibility:**

The Academy is a fully accessible building which is compliant with the Equality Act 2010.

The Academy has adequate disabled access and facilities including lifts and ramps to enable access to most areas.

To promote inclusion, further adaptations as appropriate are put in place including, but not limited to:

- Overlays to support reading
- Access to word processors (Word processor Policy)
- Auxiliary aids (e.g. radio aid)
- Written materials in alternative formats
- Alternative arrangements for exams
- Adaptations to lessons and inclusion of alternative curriculums

**Complaints:**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and our SENDCo, then, if unresolved, by the Principal. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

## **Glossary:**

**ADHD** - Attention Deficit Hyperactivity Disorder

**ASC** - Autistic Spectrum Condition

**BRIDGE** – Building Resilience Independence Determination Growth mind-set and Emotional Intelligence

**CLA** – Children Looked After

**DAHIT** – Deaf and Hearing Impairment Team

**EHCP** - Education Health and Care Plan

**EHP** – Early Help Plan

**EP** - Educational Psychologist

**GSP** - Group Support Plan

**HI** - Hearing Impairment

**MLD** - Moderate Learning Difficulty

**OT** - Occupational Therapist

**PD** - Physical disability

**SaLT** - Speech and Language Therapist

**SEMH** - Social Emotional and Mental health

**SEND** - Special Educational Needs and Disabilities

**SENDIASS** – Special Educational Needs and Disabilities Information Advice and Support Service

**SENIT** - Special Educational Needs Inclusion Team

**SENSAP** – Special Educational Needs Statutory Assessment and Provision

**SLCN** - Speech Language or Communication Need

**SLI** - Specific Language Impairment

**SpLD** - Specific Learning Difficulty (e.g. dyslexia)

**STARS** - Specialist Teachers Autism Response Service

**VI** - Visual Impairment