



EDUCATION
and
LEADERSHIP
Trust



The East Manchester
Academy

The East Manchester Academy SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

V.5

Approval History

Approved By:	Date of Approval	Version Approved	Comments
Policy Committee		V4	
Policy Committee	20.07.15	V1.	

Revision History

Submission Date	Summary of Changes Required
Draft 1: October 2009	
Draft 2: December 2011	Reviewed by JRI with no major changes
Draft 3: December 2014	Revised and re-drafted in line with the SEND Code of Practice 0 – 25 (August 2014)
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Draft 5 September 2016	Revised by NDO, Head teacher name changed, spaces and numbering/ in line with Trust and Partner schools
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1.0 PURPOSE OF THE POLICY

The School firmly believes that each student should be given equality of opportunity to achieve her full potential – spiritually, academically and socially – by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of her ability, is entitled to a broad and balanced curriculum offered which is relevant to her educational needs. The curriculum offered should give all students a sense of achievement and thereby help them develop confidence and self-esteem. Every teacher is a teacher of every child or young person including those with SEN. Every teacher will focus on achieving positive outcomes for all young people.

This policy has been developed by consultation with students, parents/carers and staff. It reflects the Special Educational Needs and Disability (SEND) Code of Practice 0-25 guidance, July 2014.

The Special Educational Needs Coordinator (SENCO) at The East Manchester Academy is Dr Nicola Owen who is a member of the Senior Leadership Team. The Assistant SENCO is Nadine Doran.

2.0 PHILOSOPHY

At The East Manchester Academy we believe:

- That all children have a right to a broad and balanced curriculum
- That all teachers are responsible for meeting children's individual needs
- That children with SEN and/or disabilities deserve an enhanced level of resourcing to meet their needs to ensure that they achieve positive outcomes.
- In the inclusion of children with SEN and/or disabilities into mainstream where it is practicably possible to do so
- In providing support and advice for families of children attending our school with SEN and disabilities
- In fostering independence and the development of children's self esteem
- That each child should feel equally valued within the school community and fully integrated in the life of the school
- That bilingualism is not a learning difficulty but some bilingual children may have learning difficulties
- That good practice benefits ALL children whatever their level of development
- Those children with a disability have an equal right to a broad and balanced curriculum.
- Disability is not a learning difficulty, but some disabled children may have learning difficulties

This policy describes the values we hold and the provision we make for children who have a significantly greater difficulty in accessing the curriculum than the majority of children the same age, or who have a disability that prevents or hinders them from taking a full part in the life of the school. These needs may be as a result of physical, sensory, emotional/behavioural/mental health, communication needs or other learning difficulties relating to cognition.

3.0 THE FOLLOWING SCHOOL DOCUMENTS HAVE PARTICULAR RELEVANCE TO THIS POLICY

Assessment, Recording and Reporting Policy
Behaviour Policy
Anti-Bullying Policy and Guidelines
Teaching and Learning Policy
Admissions Policy
Equality Policy
SEN Information Report
Managing Medical Conditions Policy

3.1 Relevant Publications:

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2014) and has been written with reference to the following guidance and documents:

SEND Code of Practice 0-25 September 2014 (which takes account of the SEN provisions of the SEN and Disability Act 2001)
Ofsted Section 5 Inspection Framework January 2014
Ofsted SEN Review 2010 "A Statement is not enough"
Equality Act 2010: advice for schools DfE Feb 2013
Education Act 2013
Children and Families Act 2014
Schools SEN Information Report Regulations (2014)

Whilst it is recognised that children with SEN are not a readily defined and discrete group, for the purposes of policy the school adopts the legal definition provided by the 1996 Education Act:

"A child has special educational needs if she has a learning difficulty which calls for the special educational provision to be made for her".

"A child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which she is or will be taught (1996 Education Act Section 32).

*"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"*

Special Educational Needs and Disabilities Code of Practice 2014

4. AIMS AND OBJECTIVES

At The East Manchester Academy we aim to:

- Have regard for the SEND Code of Practice 2014 in all its aspects
- Identify and provide for students who have special educational needs and additional needs
- Give SEN students the greatest possible access to a broad and balanced curriculum
- Ensure that all teachers (including Heads of House/Pupil support leaders/Teaching Assistants) are responsible for meeting children's individual needs
- Ensure the early identification of children with SEN
- Integrate – as far as possible all SEN students, including those with a Statement of Special Educational Needs or/and Education and Health Care (EHC) Plan
- Work in partnership with parents/carers and families at all times to seek their views
- Encourage parents/carers to support their daughters at home
- Seek students' views when decision making
- Involve external support services and agencies where appropriate
- Establish links with other schools and post 16 establishments in order to share good practice and experience
- Foster an atmosphere in which SEN students feel valued and can develop a sense of self-worth and achieve the best possible outcomes

By ensuring that:

- All teachers are familiar with the SEND 0-25 Code of Practice 2014
- There is a clear, agreed understanding of what constitutes a student with Special Educational Needs
- There are clear systems for assessing students with SEN and these systems are maintained
- The SEN team works closely with subject teachers/Learning Coaches/Heads of House/parent/carers/families/relevant agencies when identifying needs, making or amending provision for SEN students and monitoring their progress
- Records from previous schools are used and further information is sought through transition working
- A register of SEN students is set up using SIMS, maintained, updated and communicated clearly to staff so that staff take responsibility for keeping themselves informed
- The staged approach to assessment and provision, as specified in the Code of Practice 2014, is adopted
- One page student centred profiles are drawn up for students with a Statement of Special Educational Needs or an EHC plan in consultation with all those involved in the student's education
- All SEN students are given achievable targets. Targets are reviewed by the Head of Faculty and SENCO on a half termly basis
- All staff receive regular training on SEN and relevant strategies to support students
- All subject teachers are responsible for meeting the needs of the identified students in the classroom. Differentiation is the key to ensuring that SEN students achieve positive outcomes and achieve relevant qualifications. This is monitored by the Head of Faculty. Records are kept by the SENCO of provision made.
- The progress of all SEN students is monitored and provision regularly reviewed and amended where necessary

5. PROVISION/PROCEDURES

5.1 Roles and Responsibilities

“Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher and SENCO all other members of staff have important responsibilities.” (SEND Code of Practice 2014)

The local Governing Body and Trust Board have statutory duties towards children with SEN and must ensure that the necessary provision is made and the quality continually monitored. It must report annually to parents/carers on the school’s policy for children with SEN.

Patsy Kane:	Executive Headteacher
Anthony Benedict:	Academy Headteacher
Nicola Owen	SENCO
SEN Governor	

Assistant Head teacher/SENCO – Senior Leadership Team (SLT) Line Manager for the Inclusion Faculty – responsible for the management of the school’s SEN policy and keeping the Local Governing Body fully informed. Responsible for the day to day operation of the school’s SEN policy and for co-ordinating provision for students with special needs and management of the Teaching Assistants

6.0 ADMISSIONS

The East Manchester Academy operates an inclusive policy for admissions within the guidelines of Manchester Local Authority and will give equal priority to all students regardless of disabilities. The school will liaise with relevant primary schools and the Statutory Assessment Team during the Year 6 transition phase. Any parent/carer who has a particular concern about their child’s access to the school is welcome to discuss it with the SENCO (Nicola Owen) and Assistant SENCO (Nadine Doran). Where a student has a complex medical condition, the school will carry out a risk assessment to identify the reasonable adjustments that it will need to ensure the student’s wellbeing.

7.0 FACILITIES

All students are encouraged to participate fully in school life. This includes the curriculum and extra-curricular activities. Targeted SEN students are supported in class by Teaching Assistants. The Learning Support room is on the third floor which is accessible via a staircase and a lift. Parents/Carers who have concerns about physical access are welcome to discuss this with the SENCO (Nicola Owen) and the Assistant SENCO (Nadine Doran).

8.0 TRAINING AND RESOURCES

Funding is used to employ a team of Teaching Assistants to support SEN students. Support may also be bought in from One Education for advisory specialist teachers. The SENCO is responsible for deploying these resources. The school also has a partner special school – Melland High School through which good practice and resources can be shared. In addition to this we access advice through the Barrier Free Partnership (Lancasterian School).

9.0 MEDICAL CONDITIONS

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support students with medical conditions. Individual Health Care Plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEN, their provision will be planned and delivered in a co-ordinated way with the Individual Health Care Plan. The school will have regard to statutory guidance 'Supporting Students at School with Medical Conditions' May 2014.

10.0 CURRICULUM

All students should have access to a broad and balanced curriculum. The school expects teachers to set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum. Classroom organisation and management should ensure that children are given opportunities to take part in a range of learning contexts with appropriate support (e.g. whole class work, mixed ability and ability groupings). Support can be from the class teacher, Teaching Assistants and through differentiated and/or modified learning tasks. Wherever possible Teaching Assistants work with children within the classroom.

Any arrangements for withdrawal should be discussed with the SENCO. There should be appropriate pace of work as well as appropriate expectations of outcomes from learning experiences and tasks. Support should be deployed thoughtfully/sensitively to promote independence and to avoid children becoming dependent and passive as learners. Support is used to assist the student in achieving the best she can do and to provide opportunities to promote confidence, raise self-esteem and achieve positive outcomes. Information and research on access strategies for students with SEND are available for all teachers and TAs on the school's virtual learning environment.

11.0 IDENTIFICATION, ASSESSMENT AND PROVISIONS

The Code of Practice states that students should only be identified as SEN if they do not make adequate progress once they have had intervention, adjustments and good quality personalised teaching.

Teachers are fully accountable and responsible for the progress and development of the students in their class including students accessing support from Teaching Assistants or specialist staff.

High quality teaching and differentiation for individual students are the first steps in responding to students who have or may have SEN.

Any teacher who has a concern about a student's learning needs can refer the student through the Inclusion faculty referral system. All students with Special Educational Needs are monitored and progress reviewed half termly. The ethos of the Code of Practice emphasises the importance of parental/carer rights and involvement, underpinning our school approach to parental/carer partnership. The following must be taken into account when initial concerns are raised and basic information gathering begins to take place.

All children are entitled to a suitably differentiated curriculum and children's learning needs will be met by their class teachers who will use a range of differentiation strategies that are sometimes supported by Teaching Assistants. The preparation of this work is reflected in the weekly planning.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. The school will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an Additional Language are not SEN.

12.0 A GRADUATED APPROACH TO SEN SUPPORT

The school will identify and meet needs as early as possible through:

- the analysis of data including entry profiles, reading ages, CATs, SAS scores other whole-school student progress data
- classroom-based assessment and monitoring arrangements
- following up parent/carer concerns
- tracking individual children's progress over time,
- liaison with primary schools on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies students receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the Intervention Team and Assistant SENCO.
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

13.0 CURRICULUM ACCESS AND PROVISION FOR VULNERABLE LEARNERS

Where children are underachieving and/or identified as having Special Educational Needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students.

- teachers differentiate work as part of quality first teaching
- other small group withdrawal
- individual class support
- homework/learning support club
- intervention from specialist services

14.0 ADDITIONAL SEN SUPPORT

- Students will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school i.e. they have a Special Educational Need as defined by the SEN Code of Practice 2014.

- Underachieving students and students with EAL who do not have SEN will **not** be placed on the list of students being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for students on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the students on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision.
- Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with Health and Social Care in order to consider the need for an Education Health and Care Plan.

Where a student is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

15.0 STATEMENT OF SPECIAL EDUCATIONAL NEEDS OR EDUCATION HEALTH AND CARE PLAN

There are four broad areas of need
Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health difficulties
Sensory and/or physical needs

- Students with a Statement of Educational Needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for students on the SEN list (above) and, in addition to this, will have an Annual Review of their Statement/plan. A Statement or EHC plan must be reviewed annually. An interim Annual Review can be requested at any time if there are concerns about any aspects of the child's education. If a change of placement becomes necessary Annual Reviews are brought forward. The child makes a contribution at her level if able to do so. Facilities are made available for interpreting in another language for parent/carers during the review meeting. Statements and EHC plans can be amended by the Local Authority or can cease to be maintained by the Local Authority based on recommendations by the school at Annual Reviews.
- Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding.
- An Education Health and Care Plan will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Manchester's policy and guidance - particularly with regard to the timescales set out within the process.

16.0 ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT THE SPECIAL EDUCATIONAL NEEDS PROVISION WITHIN THE SCHOOL

The official Complaints Procedure is available from the Academy Headteacher. Any complaint would be thoroughly investigated by the SENCO and the Academy Headteacher.

17.0 ARRANGEMENTS FOR SPECIAL EDUCATIONAL NEEDS IN-SERVICE TRAINING

The SENCO has a responsibility to keep informed of developments in the field of SEN.

All Teaching Assistants receive in-service training to update their knowledge. The SENCO and Assistant SENCO are responsible for providing training to targeted staff on a regular basis.

18.0 SUPPORTING STUDENTS AND THEIR FAMILIES

The school actively seeks to work with parents/carers and values the contribution they make as well as their knowledge and experience. We encourage parents/carers to support their child's learning. Parents/carers are always notified and involved from the outset when their children are felt to have Educational Needs.

All formal meetings with parents/carers must be recorded on the Parent/Carer Interview Sheet, and the recorded conversation/targets set should be signed by the parent/carer. In the case of parents/carers who do not respond to invitations to discuss their children or to attend a review meeting a written communication will be sent.

A copy of the policy and other publications for parents/carers on SEN are available on the school website.

Parents/carers are invited to attend the termly SEN Parent/Carer Forums. This gives them the opportunity to discuss current provision in school. Information on Manchester's Local Offer is available on the school's website. The School's SEN Information Report is also available on the website link below.

<http://theeastmanchesteracademy.org.uk/parentsguardians/learningsupport/>

19.0 LINKS ARE MAINTAINED WITH THE FOLLOWING EXTERNAL SUPPORT AGENCIES:

- Educational Psychology Services
- Children, Families and Social Care
- School Medical Service – school nurse, speech and language therapists, occupational therapists
- One Education
- Melland High School –Partner School
- Lancasterian School – Partner School
- Grange School
- Parent Partnership Service

20.0 SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school follows the guidance in 'Supporting students at school with medical conditions' (2014). It recognises that students 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 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 special educational needs (SEN) and may have a Statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

21.0 LINKS WITH OTHER SCHOOLS AND TRANSFERS BETWEEN SCHOOLS

All students have the opportunity to visit their prospective high school in advance of their transfer. All SEN records, along with other records are transferred from the primary school.

The Transition Co-ordinator will liaise with staff about any Year 6 SEN students during the summer term prior to their transfer. The Assistant SENCO will observe each student and attend their Year 6 Annual Review.

The Transition Co-ordinator and Careers staff will work closely with students, parents/carers and post 16 providers to support a smooth transition to post 16 provision.

22.0 EVALUATING THE SUCCESS OF OUR SEND PROVISION

The local Governing Body will evaluate the success of the policy against the principles stated at the beginning and will issue an annual report to parent/carers and the Trust Board.

The equality of our SEND provision will be monitored through the school's Quality Assurance cycle.

Heads of Faculty will report on the progress of SEN students on a half termly basis. This will be reviewed by the Intervention Team each half term. Regular updates will be provided to Governors.

Key questions that will be asked are:

- Are all students accessing the whole curriculum?
- Are students identified as having SEND making expected progress?
- Have students with SEND achieved positive outcomes?
- Are students identified as having a special need as early as possible?
- Has a programme of intervention been drawn up and implemented?
- Are students involved in target setting?
- Are reviews conducted at specified times?
- Are the outcomes of reviews implemented promptly?
- Are parent/carers kept informed of their child's progress?
- Are parent/carers enabled to make contributions to their child's education?
- Is the progress of every student with SEN monitored?
- Do effective student records, reports and tracking documents show evidence of student progress?
- Is information passed on between classes and schools to ensure continuity and progression?

