

John Port Spencer Academy



Special Educational Needs and Disability Policy and Accessibility Plan

SENDCO: Mr Stephen Thompson
Assistant SENDCO: Mrs Kirsty Thomas

Contents

	Page
Section 1: Our Academy	1
Section 2: Aims and Objectives	1
Section 3: Identifying Special Educational Needs	1
Section 4: A graduated approach to SEND support	2
Section 5: Criteria for exiting the SEND register/record	4
Section 6: Supporting students and families	4
Section 7: Supporting students at the Academy with medical needs	4
Section 8: Monitoring and evaluation of SEND	5
Section 9: Training and resources	5
Section 10: Roles and responsibilities	5
Section 11: Storing and managing information	6
Section 12: Reviewing the policy	6
Section 13: Accessibility	6
Section 14: Dealing with complaints	7
Section 15: Bullying	7
Section 16: Appendices	7
Section 17: SEND Accessibility Plan	7

Section 1: Our Academy

John Port Spencer Academy strives to be a fully inclusive Academy. Every teacher is expected to use knowledge and advice provided by the SENDCO to inform their own quality first teaching. The Local Education Authority determines admission and inclusion arrangements for John Port Spencer Academy. For students with Educational Health Care plans the LA determines admissions, having regard to parental preference unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent this incompatibility.

John Port Spencer Academy will not refuse admission to students with Educational Health Care Plans within the catchment area, nor discriminate against students who are out of catchment on the basis of their Special Educational Needs, where the Academy is able to appropriately meet needs.

Section 2: Aims and Objectives

Aims

The aims of John Port Spencer Academy are based on the values guided by the Code of Practice for Special Educational Needs 2014 from 0 - 25, and The Children's Act 1989, The Equality Act (2010) and the National Curriculum Inclusion Statement.

We aim to provide a broad and balanced curriculum for all our students including those with Special Educational Needs and ensure full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all students and the efficient use of resources. We want to raise the aspirations of and expectations for all students with SEND in a safe and supportive environment where all students can reach their full potential. We aim to provide a focus on outcomes for children and young people and not just hours of provision/support.

Objectives

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a person-centred approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND inclusion policy
5. To provide support and advice for staff working with Special Educational Needs

Section 3: Identifying special educational needs

Students have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. The purpose of identification is to work out what action the Academy needs to take, not to fit a student into a category. At John Port Spencer Academy we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

There are four broad areas of need as defined in the SEND Code of Practice, 2014:

- 1) Communication and interaction** - a student could have speech, language or communication needs. Students may have ASD, including Asperger's Syndrome and Autism.
- 2) Cognition and Learning** - students may struggle and have moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Some students have specific learning difficulties (SpLD); these may affect more than one aspect of learning. For example, dyslexia, dyscalculia and dyspraxia.
- 3) Social, emotional and mental health difficulties** – students may become withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, and self-harming or substance misuse.
- 4) Sensory and physical needs** – some students may require provision because they have a disability which prevents them or hinders them from making use of the educational facilities generally provided. These may include visual impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI). Some students may have a physical disability (PD) where they require on-going support and equipment to help them access the same range of opportunities as their peers.

Other factors that may impact on progress and attainment but are not SEND:

- Behaviour
- EAL
- Attendance and punctuality
- Health and welfare
- Being a looked after child
- Being in receipt of Pupil Premium grant
- Being a child of a serviceman/woman
- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

Section 4: A graduated approach to SEND support

Students with Special Educational Needs are identified as early as possible. Close liaison takes place with relevant staff from primary schools prior to entry in Year 7. Students with SEND are also supported into Post-16 education.

Students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments of good quality first teaching.

A clear system of record keeping and communication is established within our Academy. A process of identification, assessment and provision, in accordance with the SEND Code of Practice, is established. This approach recognises that there is a continuum of Special Educational Needs, which may change over time.

Provision for students with Special Educational Needs is a matter for the Academy as a whole. In addition to the Governing Body, the Principal, the SENDCO and Learning Support Team, all other members of staff have important operational responsibilities.

All teaching staff are teachers of students with Special Educational Needs and Quality First Teaching is an expectation of all teaching staff:

- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- The Academy regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- The subject teacher and SENDCO decide whether to make special educational provision by considering all of the information gathered from within the Academy about the student’s progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, the Academy may draw on more specialised assessments and advice from external agencies and professionals such as the Specialist Teaching Service, Occupational Therapy, Educational Psychology Services, Speech and Language, Autism Outreach Service or ADHD Solutions.
- When subject teachers conclude that the strategies they are currently using to support the student are not resulting in the student learning as effectively as possible or they are not making expected progress, they will refer the student to the SENDCO, providing evidence of the strategies used as well as progress and attainment data.
- A series of cognitive tests may be used for further clarity and to help identify need. Where a Standardised Score of 84 or below is evident the student will always be placed on the SEND register. Teacher’s understanding of strategies to identify and support vulnerable students will also need to be improved.
- This process is based on the graduated approach in the SEND Code of Practice 2014 of ASSESS, PLAN, DO, REVIEW. Needs are assessed, a plan is drawn up in consultation with the student and

parent to cater for the needs of the student, the plan is implemented and finally reviewed to measure effectiveness. This approach fully involves the young person and their family and they are kept informed throughout the process as well as being asked for their input on a regular basis.

Students should be involved in making decisions where possible. The ways in which students are encouraged to participate should reflect the student's evolving maturity.

Parents and families are encouraged to be fully involved in their child's education. They can contact the Academy by telephone or email about their child's needs or if they have any concerns. There are also opportunities to speak to teachers at Parents' Evenings or they may wish to have a meeting in the Academy with a teacher or with the SENDCO.

Managing students' needs on the SEND register

The SEND Code of Practice has one single category for SEND provision – SEND support.

When a subject teacher, member of the pastoral team or the SENDCO identifies a student with Special Educational Needs they should provide interventions that are **additional to** or **different from** those provided as part of the usual Academy differentiated curriculum and strategies.

The triggers for intervention through SEND support could be the teacher's or others' concern, underpinned by evidence about a student who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in the student's identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- Presents persistent emotional social and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the Academy.

The SENDCO and the Assistant SENDCO is responsible for maintaining and updating the Academy SEND registers. Students on the SEND Register will then be tracked and monitored by the Assistant SENDCO using data from curriculum teachers every half term at Key Stage 4 and every term at Key Stage 3. John Port Spencer Academy values highly and responds positively to parents' views. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.

John Port Spencer Academy makes every effort to achieve maximum integration and inclusion of students with Special Educational Needs and their peers, whilst meeting the individual needs of students. The structure and systems in place are:

- individual interventions to raise attainment in literacy/numeracy skills
- small group interventions
- classroom support to increase curriculum access and student achievement
- differentiated provision within a classroom setting
- counselling as part of our pastoral responsibilities
- peer mentoring
- a range of clubs, including The Hub and Student Support Group, leisure activities for all students
- educational visits and enrichment opportunities
- an Equal Opportunities policy
- a Race Equality policy
- an Anti-bullying policy
- clear guidelines on behaviour

Statutory Assessment/ Educational Health Care Plans (EHCP)

For a small number of students, the support given by the Academy through SEND support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the Academy, in

consultation with parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment for top up funding through a support plan or for an EHCP. The request must adhere to the Local Authority criteria (from April 2018).

All EHCPs are reviewed annually. This annual review ensures that the parents, the student, the LA, the Academy and all the professionals involved, consider both the progress the student has made over the previous 12 months and whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the EHCP. It should involve the agencies that may play a major role in the young person's life both within and beyond school.

The annual review of the EHCP must consider the same issues raised at all other reviews, and the report to the LA should be in the same format. Local Authority's must also complete the review process in the same way as for all other annual reviews and within the same timescale.

Section 5: Criteria for exiting the SEND register/record

The SENDCO reviews the reading and spelling ages of all students on the record on an annual basis. Those students that have made significant gains in terms of their reading and spelling age are highlighted and a comparison is made with other relevant data. The regular monitoring of assessment data in English and Maths also provides evidence of progress and is used to inform decisions about movement off the SEND register. If we feel that the student no longer needs Academy support, we will remove them from the record. Parents are notified by letter and by telephone and/or a meeting. If they have any concerns they can contact the SENDCO to discuss them.

Section 6: Supporting students and families

The SEND department provides support at important times of transition including from class to class, across key stages, from primary to secondary school and from secondary school to Post 16 destinations. The SENDCO has created an SEND Information Report for our Academy which can be accessed on the Academy website. Parents are invited into the Academy on a regular basis if they have any concerns over their child's educational needs and this may involve the use of external agencies. On our website parents are able to access information regarding admission arrangements, the Code of Practice and the Local Offer from Derbyshire Local Authority.

The SEND department uses data and other information from previous schools to provide relevant access arrangement for students at Key Stage 3. At Key Stage 4 a qualified assessor is used to test for KS4 exam access arrangements. The SENDCO and Assistant SENDCO's work closely with the Examinations Officer to submit evidence to the JCQ who will formally approve concessions for GCSE examinations. These concessions must then become the students' normal way of working. Parents are fully informed of this process and outcomes.

Section 7: Supporting students at the Academy with medical needs

The Academy recognises that students at the Academy with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education. Some students with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act (2010).

Some may also have Special Educational Needs and may have an SEND support plan or EHCP which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

A medical needs register is provided for all staff. All members of staff are made aware of students' physical needs via training days at the beginning of the academic year and they are notified of any changes throughout the year. Any student with a physical disability is supported in practical lessons, including physical education, where required.

Section 8: Monitoring and evaluation of SEND

Students on the SEND register are closely monitored through data collection every term at Key Stage 3 and half termly at Key Stage 4. This is used to guide the SEND provision for individual students. At parents' evenings there are also opportunities to speak to the SENDCO and give feedback on SEND provision.

Section 9: Training and resources

The SEND department has an allocated budget. A percentage of the Academy materials allocation is for books and equipment and differentiated materials for students on the SEND register. This budget is allocated to the SENDCO. The principle informing Special Educational Needs resource deployment is one of ensuring access to the curriculum and therefore taking account of individual need in subject areas.

Resources include:

- a wide range of books, materials and tasks to suit students of differing abilities
- an appropriately stocked Student Support Department
- library provision which reflects the needs of students with Special Educational Needs
- building modifications – disabled toilet, a lift in the Edale building, and hand rails
- increasing access to ICT facilities for all students e.g. overlays for computers for students with dyslexia; touch typing resources; i-pads and laptops.

Staff training needs are identified and met through continual professional development. This may mean liaising with outside agencies that may already be involved with the student. All teachers and support staff undertake induction on taking up a post at John Port Spencer Academy. This includes a meeting with the SENDCO to explain the systems and structures in place around the Academy SEND provision and to discuss the needs of individual students.

The Assistant SENDCO regularly attends the Local Authority's SENDCO network meetings and an annual SENDCO conference in order to keep up to date with local and national updates in SEND.

Section 10: Roles and responsibilities

- Mr S Thompson is the SENDCO and Point of Contact at John Port Spencer Academy
- Mrs K Thomas is the Assistant SENDCO and Designated teacher for Looked After Children funding
- Mr L Shepherd is the Designated Safeguarding Lead and manages the Academy responsibility for meeting the medical needs of students
- Mr T Crowther is responsible for managing Pupil Premium

The role and responsibilities of the SENDCO and Assistant SENDCO's are as follows:

- a) to co-ordinate the curriculum, staff timetabling, staff development, resource use, external relations, student development and School Improvement Plan with respect to the special needs provision of the Academy
 - b) to liaise with tutors, subject teachers and other staff for the provision of:
 - literacy/numeracy
 - alternative curriculum for SEND students
 - negotiating individual student programmes
 - c) to liaise with the Educational Psychology Service; external agencies and parents where diagnostic testing is appropriate
 - d) to liaise with teachers, tutors and other staff to provide support for individual students
 - e) to advise departments on the production and delivery of differentiated student resources
 - f) to represent special needs at staff meetings, department meetings, and as necessary at other meetings including governors' meetings and committees.
 - g) to maintain accurate records and the Academy SEND Record
 - h) to co-ordinate and chair the review of EHCP's
 - i) to contribute to in-service training to individuals and groups of staff including Learning Support Assistants (TAs) as their needs are identified
 - j) to be the named person to monitor SEND students who have an SEND support plan or EHCP and liaise with and advise the pastoral team in relation to other students on the SEN record
- All staff are made aware of their responsibilities for students with SEND whether or not students have an EHCP. Clear communication lines between staff and the Inclusion team are established. A programme of staff development is included in the School Improvement Plan as far as is practicable.

Staff on the SEN team

- SENDCO
- Assistant SENDCO
- Teaching Assistant (literacy)
- Teaching Assistant (numeracy)
- 2 Teaching Assistants (Learning Support Centre)
- 2 Teaching Assistants (Referral Centre)
- 10 Full time Teaching Assistants
- Break time and lunchtime provision in jubilee Centre through Student support
- TA support in the after Academy homework club

The Governing Board

The Governing Board will use its best efforts to ensure the best possible provision for Special Educational Needs at John Port Spencer Academy. All governors are aware of their responsibilities for Special Educational Needs. Please email clerktogovernors@johnport.derbyshire.sch.uk if you would like to contact the SEN Governor. The SENDCo keeps SLT and the Governing Body informed and aware of important developments.

Section 11: Storing and managing information

All SEN information is stored securely in line with the Academy policy on information management and data protection. Information is shared with relevant staff and confidentiality is upheld with the most sensitive information.

Section 12: Reviewing the policy

THE SEND policy will be reviewed annually to take account of educational changes for the provision of SEND students.

Section 13: Accessibility

The Equality Act (2010) as amended by the SEN and Disability Act 2001 placed a duty on all Academies and Local Authority's to plan and increase over time the accessibility of Academies for disabled students to implement their plans.

Our Accessibility Plan outlines the key considerations for our students with SEND.

Section 14: Dealing with complaints

Please refer to the Complaints Policy on our website.

Section 15: Bullying

Please refer to the Academy Anti-Bullying Policy on our website.

Section 16: Appendices

Please refer to the Academy website for useful links and a direct link to Derbyshire Local Authority's Local Offer.

Section 17: SEND Accessibility Plan

Statement of intent

This plan outlines the proposals at John Port Spencer Academy to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the Academy curriculum;
2. Improving the environment in the Academy to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

Please see the Disability Discrimination & Access Policies on our website.

Planning Duty 1

Increased access to the curriculum for SEND students. This includes teaching and learning and the wider curriculum of the Academy such as participation in after Academy clubs, leisure and cultural activities or Academy visits.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Ensure an appropriate and personalised Key Stage 4 pathway for students with SEND	<ul style="list-style-type: none"> Analyse success of SEND students based on current curriculum. Review exam specifications for vocational courses that fit Progress 8. Review curriculum model for SEND students. Review option booklet and resources for options. 	February 2019	<p>Options booklet.</p> <p>1:1 careers advice for SEND students.</p> <p>Meeting time with parents e.g. through annual reviews.</p>	KT/SThom	SThom
Develop the experience of classroom based staff in differentiating the curriculum and providing quality first teaching	<ul style="list-style-type: none"> CPD Professional Development Programme in place (2018/19). Assistant SENDCO to attend Director of Faculty meetings to ensure regular discussion of SEND students and barriers to learning. Bespoke external support to be made available. Regular SEND learning walks and developmental observation feedback by Assistant SENDCO Provide more specialist and personalised support for SEND students in the classroom from qualified teaching staff. 	July 2019	<p>CPD Programme</p> <p>External training costs e.g, Educational Psychology</p> <p>Additional non-teaching time for Assistant SENDCO</p>	KT/SThom	SThom
Ensure ICT software is appropriate and accessible for students with SEND	<ul style="list-style-type: none"> Review current equipment e.g. Jubilee Centre, ICT Rooms, Library, and classroom software. Prioritise software that needs to be purchased e.g. EAL reader; dyslexia speaking pens. Attend SEND network events for specialist advice. Trial software and equipment with students, gain feedback and analyse impact. 	April 2019	<p>SENDCO / Assistant SENDCO</p> <p>Equipment and software costs</p>	KT/SThom	SThom

Planning Duty 2

Improving access to the physical environment of the Academy including physical aids to support learning.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Provide accessible lunchtime facilities for SEND students	<ul style="list-style-type: none"> Review SEN register to include new Year 7. Risk assessments / Personalised Evacuation Plans for identified students. Identify students who require Student Support Ensure that lunchtime arrangements include plans for SEND students e.g. Queue system for ASD students. Gather information on accessible PE and disability sports Seek specialist support from external providers e.g. friendship group training for TA's; Neuro muscular support; Autism Outreach; Educational Psychology. 	March 2019	Meeting time: KT/S Thom PEEP / Risk Assessments.	KT/S Thom	S Thom
Provide appropriate equipment for students with physical, sensory or visual impairment	<ul style="list-style-type: none"> Ensure awareness of students requiring sensory support. Bid for top-up funding where appropriate. Investigate the Provision of I-pads and laptops to support students with dyslexia or who are eligible for a laptop as the usual way or working at GCSE. 	At need	Finance for any new resources – top up funding if available. SENDCO meeting time with parents and /or external providers. TA time to support students in 1:1 sessions. .	KT/S Thom	S Thom

Planning Duty 3

Improve the delivery of written information to SEND students. This information should take account of students' SEND and parents preferred formats and be made available within a reasonable timeframe.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Support SEND parents / carers and students with data management systems (SIMS) to ensure that it is accessible to all	<ul style="list-style-type: none"> Set up parental engagement / twilight sessions. Student voice activity (Student Support and LSC) 	January 2019	AT / JP meeting time Students and parent feedback time Printing costs	KT/S Thom	S Thom
Improve staff knowledge of appropriate and accessible formats to use for students with SEND	<ul style="list-style-type: none"> Review SEND advice for staff on SEND strategies for the classroom. 	Academic year 2018-19	CPD training time Appropriate resources – screening materials, overlays, TA time.	KT/S Thom	S Thom
Ensure documentation for the annual review process, including student profiles, is clear and transparent	<ul style="list-style-type: none"> Liaise with SEN case worker and LA SEN advisory service to establish best practice. Attend SENDCO network meetings for local and national updates. Review in Academy documentation to include student and parent feedback. 	July 2019	SENDCO and Assistant SENDCO Meeting time – SENDCO NET and SENA Printing costs Meeting time with parents and SEN students	KT/S Thom	S Thom