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SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

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Requisite: legal requirement			Responsible Committee: Full Trustee Board		
Vers.	Approval Date	Committee	Head	Chair	Next Review Date: y
C	01/05/2013	Curriculum			01/10/2015
F	08/07/2020	Full Governing Body			01/04/2022
G	04/07/2022	Full Trustee Board			01/04/2024

I Introduction

The Dorcan Academy is an inclusive school where all children, including those with special educational needs and disabilities, have a common entitlement to a broad and balanced curriculum which is accessible, enabling them to be fully prepared for the world, work and their wellbeing; and to be fully included in all aspects of daily academy life.

Meaningful access to learning and the curriculum and supporting students to become the best version of themselves that they can be, is at the heart of what we aim to do. Alongside this, we aim to develop the character virtues of honesty, integrity, courage, compassion, generosity, gratitude, personal responsibility, resilience and self-discipline.

I.1 Trust Vision and Values

Our vision is to be an outstanding school of first choice at the heart of our local community. We constantly focus on exceptional achievement as the means of enhancing the life chances of the children and young people in our care and exhort our students to 'Aspire to Greatness'. Our decision making is guided by our core principles and school values of Be Kind, Show Respect, Do your Best.

I.2 The five Core Principles which underpin our ethos:

- Belonging – Each of us is unique, of great worth and valued within our school community for **who** we are
- Purpose – We all have the ability to learn and achieve great things through working hard and **doing our best**
- Aspiration – Our students are capable of **excellence** and are entitled to access the best knowledge and curriculum opportunities
- Perseverance – Achieving greatness requires **resilience** and the ability to keep going when others have given up
- Achievement – True success is becoming the best version of yourself that **you** can be

I.2 Definition of Disability and Special Educational Needs

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- A **Special Educational Need (SEN)** is a difficulty or barrier which affects a student's ability to learn and access the curriculum
- A **Disability** is a long term health condition which causes a difficulty or barrier to learn or to access the curriculum.

The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four broad categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

Many children and young students have difficulties which fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their needs may not be clear at the outset.

Students are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

2 Scope of the Policy

This policy complies with the statutory requirements set out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Children and Families Act 2012
- Teachers Standards 2012
- Keeping Children Safe in Education
- Working Together to Safeguard Children

We strive to develop an inclusive culture in all aspects of academy life. With this in mind, all of the policies and procedures implemented within the academy support the development of all members of our community to discover and develop their strengths, talents and interests and pursue them to the highest standards to become the very best they can be.

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3 Aims and Objectives

It is our aim to ensure that every student has an equal opportunity to flourish. We support each student in developing high expectations of themselves and in mastering the skills necessary to ensure their journey into adulthood is a successful one.

We endeavour to ensure our inclusive provision ensures that all students, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced curriculum with access to the National Curriculum at an appropriate level so that they may achieve their full potential. We are committed to narrowing the attainment gap between SEND and non-SEND students; offering a range of personalised teaching and learning strategies, interventions and opportunities to support this alongside high quality teaching.

Our aims:

- Enable all students to experience success, develop confidence and the skills needed to become independent learners
- Maintain an accurate register of students whom we consider to have SEND
- Identify students as early as possible, assessing their needs and recording their progress
- Provide learning programmes suited to students' needs
- Work collaboratively with parents/carers, other professionals and support services

4 Identification

4.1 Students may be identified as having a SEND through three different routes:

- **Diagnosis** – a specific diagnosis may impact on the way that a child may access learning and the curriculum. This is not exhaustive of all medical conditions and therefore each condition will be considered separately
- **Progress and Attainment Information** – students' attainment is monitored regularly through our formal and informal assessment procedures. As part of this process, test analysis provides information regarding progress and specific gaps in learning and understanding. Where there are concerns that despite additional support and intervention, attainment gaps are not closing, the child may be identified as having a special educational need for which additional provision will be identified
- **External Agency Assessment** – where concerns regarding development have been raised with external agencies, professional assessments undertaken may indicate a specific need and strategies to support this need. Where this information is shared with the academy, the student will be identified as having SEND.

It is important to note that the needs of a child may change over time. For example, a student may not have an additional need identified when they first start at the academy but their need/s may become apparent over time or a student that may have a need at the start of their academic career, may diminish over time due to interventions and appropriate support.

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Once a potential Special Education Need has been identified, we employ a graduated response. This includes:

- A clear assessment (**Assess**) of the student's needs
- Planning (**Plan**) with the child and parents to identify appropriate interventions and support
- Implementation (**Do**) of interventions within and in addition to Quality First Teaching
- Reviewing (**Review**) the effectiveness of the intervention and planning the next steps

4.2 Assess

Every student's progress is closely monitored, whether they have SEND or not, through a whole school approach. Through this process, children who are not making expected progress despite high-quality teaching, are quickly identified.

Once a concern has been raised, either by the academy or parent/carer, a clear analysis of the student's needs is completed. This information may be gathered from a variety of sources:

- The class teacher's assessment and experience of working with the student
- Progress and attainment data
- Individual development in comparison to their peers and national age data/expectations
- Data gathered from specific SEND assessment tools
- The views and experiences of parents
- The student's views
- Advice from external agencies if appropriate

A meeting is held with parents/carers and academy staff, to consider the evidence and to identify specific area/s of difficulty. At this point, in conjunction with the Special Educational Needs Coordinator (SENDCo), a decision will be made regarding whether these need to be logged as a SEND concern. If this is the case, the child will be placed on the SEND register.

4.3 Plan

Once a need for SEND support has been identified, a collaborative approach is employed to identify further appropriate quality-first teaching adjustments/strategies, evidenced based interventions, resources and support as well as the expected impact on progress, along with a date for a review.

Each plan is developed to specifically respond to each of the areas of difficulty identified for that student and is recorded on a support plan. The plan is shared with the parents/carers and all members of staff that work with the student to enable a collaborative approach to the child's development in all areas of their life.

4.4 Do

For all children, high-quality teaching provides direct instruction, modelling, differentiation,

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scaffolded structures and resources to support the development of skills and understanding. Where a child may have SEND, the high-quality teaching includes personalised strategies identified during the planning stage and the class teacher remains responsible for the child's learning on a daily basis. This is known as **Wave One** support.

If there are concerns about the student's rate of progress or the level of their academic achievement, the child may be identified as benefitting from additional high quality interventions to run alongside the personalised strategies implemented in every day teaching sessions. This is known as **Wave Two** Support and the teacher will still retain oversight of the intervention and progress made.

Where a student may benefit from high-quality interventions led either by a specialist service, such as a speech therapist, or a trained member of staff, this is known as **Wave Three** support. Again, the class teacher retains responsibility for this but will carefully liaise with all professionals to ensure that progress is regularly reviewed and to support the child to transfer the skills developed into a classroom setting.

The SENDCo will remain available to advise and support the class teacher and professionals working directly with the child at all three levels of support.

4.5 Review

At The Dorcan Academy, there are regular opportunities for all parents to discuss their child's progress with subject teachers and ways in which their child's learning could be further supported. In addition, all parents are invited to attend their child's parents evenings during the year where they can discuss their child's progress related to their targets and make an appointment to discuss further with the SENCO if required.

Where students receive additional support or intervention (Wave 2 and 3), parents/carers are informed of the impact of the interventions or the support offered at the end of the provision. The progress made towards the achievement of the personalised targets is also reviewed and parents/carers are encouraged to contribute any evidence from home regarding progress made towards any targets.

If the student no longer requires any additional support due to the rapid progress made, a review meeting will be held to discuss possible removal from the SEND register.

If the student has demonstrated progress but there remains concerns regarding the student's longer term progress, the targets and support package may be updated to reflect the student's next steps in their learning journey.

However, if there are significant concerns regarding the progress made towards the targets identified in the plan, the academy may seek additional professional advice regarding the student's needs. This may include any of the following:

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- Educational Psychologist
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Speech Therapist
- Occupational Health Therapist
- Physiotherapist
- Local Authority Advisory Team, e.g. Visual Impairment, Hearing Impairment, Early Years, ARC, CLASS
- Family Support Worker
- Education Welfare
- Social Services

Following advice, the academy may also apply for an Educational Health and Care Plan (EHCP). Further details of this process are included in the next section.

5 Education, Health and Care Plan (EHCP)

If the parents/carers, academy and professionals continue to be concerned about the academic progress made by a student over time, a request will be made to the Local Authority for an EHC assessment. The student and parents/carers views are sought at every stage of the assessment process.

Where the academy makes a request for an EHC assessment, the student will have demonstrated significant cause for concern. Information will be provided by the parents/carers of their development journey over time and will detail resources and actions already taken to support the child. The following information will be included:

- Records for regular support plans and reviews detailing progress
- A provision map of current strategies
- Information about the student's health if relevant
- Child's academic progress and attainment data
- Assessments completed by any advisory professionals
- Views of the parents/carers
- Views of the child

Where the evidence suggests that a student's learning difficulties have not responded to the relevant and purposeful measures taken by the academy and other professionals involved, the local authority may issue an EHC Plan.

An EHC Plan will name the school or academy and any support needed. At The Dorcan Academy, the four part cycle of Assess, Plan, Do and Review remains in place. Where additional funds have been allocated to provide resources and/or support for the student, this will be allocated appropriately during the planning stage of the cycle based on the assessment analysis.

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Although the Assess, Plan, Do and Review cycle will take place regularly throughout the year, an Annual Review will be conducted around the anniversary of the EHCP, unless the student is in Year 9/11. For students with an EHCP in Year 9/11, the Annual Review will take place in the Autumn Term to support the planning process of transition to KS4/Post 16.

The student, parent/carer, academy staff and any professional agencies, including the Local Authority involved in supporting the child are invited to take part in this process. This meeting is chaired by the SENCO and is the appropriate forum to request any changes to an EHCP.

The parent/carer of a student with an EHCP may choose to exercise their legal right to a personal budget. In cases where this is allocated, the academy will support the parents/carers when considering commissioning the support identified. In all other cases, the academy will advise and commission support as detailed in the EHCP.

6 Roles and Responsibilities

6.1 Role of the Academy Trustees

The Trustees are responsible for the monitoring and evaluation of SEND provision within the academy to ensure that:

- Policies meet the needs of all students
- Provision is appropriate and reasonable adjustments are made where appropriate
- A SENCO (Special Educational Needs Co-ordinator) is designated to be responsible for co-ordinating provision within the Academy
- Annual information is published regarding the SEND policy, admissions for students with disabilities, and accessibility plans

6.2 The role of the Headteacher and Special Educational Needs Coordinator (SENCO)

The Headteacher has the overall responsibility for the management of all aspects of the academy, including those children identified as SEND. Some of the day-to-day management is delegated to the SENCO. The SENCO is also responsible for:

- Working closely with the Headteacher and staff to prioritise the needs of students with SEND
- Tracking the progress of students identified with SEND
- Co-ordinating provision
- Carrying out detailed assessments and/or observations of students identified with SEND
- Liaising with external agencies
- Advising on the deployment of the budget to ensure that needs are met
- Providing training, advice and support for staff, including new developments

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- Liaising and working with parents
- Understanding and supporting the application of Swindon's Local Authority's Local Offer
- Overseeing the records of all students with SEND
- Monitoring the quality of teaching strategies and interventions
- Developing and implementing personalised transition plans as appropriate
- Reporting to the Trustees

6.3 The Role of the Head of House

All Heads of House within the academy are skilled to support learning through the use of data, strategic intervention and monitoring in order to maximise student attainment. They are responsible for:

- Monitoring all students in their House, both academically and pastorally.
- Working closely with the Pastoral Progress Leader, Inclusion Coordinator and the Deputy Headteacher on intervention strategies, targeting students for intervention or any other issues which may present as a barrier to learning.
- Implementing strategies and interventions as identified at the planning stage to ensure all children make progress
- Identifying any new students that may require additional support.
- Undertaking referrals for students and/or their families as specific needs are identified.
- Attending and actively contributing to meetings to ensure that students of concern are identified early and appropriate intervention actioned.
- Sharing information with appropriate colleagues regarding the student's needs, progress or information shared by parents/carers
- Reviewing progress against targets identified in any support plans or Individual Learning Plans (ILPs)

6.4 The Role of the Subject Teacher

The subject teacher is responsible for:

- Working with the SENCO to identify children who are making less than expected progress given their age and individual circumstances.
- Assessing students' progress in their subject (in class)
- Providing high quality teaching adaptive to the needs of each child
- Working with the SENCO to assess pupils for SEN
- Working with the SENCO to agree on any adjustment, intervention, and support to be put in place
- Monitoring the progress of every SEND student in their class and sharing with parents
- Working closely with TAs or specialist staff to plan and assess the impact of any additional support

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- Meeting with parents to discuss the progress of their children at parent evenings and any such meetings agreed by the Academy.

6.5 The Role of Teaching Assistants

Teaching Assistants work under the direction of the subject teacher to provide the correct scaffolding, support and modelling to enable individuals to make progress. Teaching Assistants may also deliver bespoke interventions for students identified as SEND. They are responsible for feeding back information which will support future planning.

6.6 Pastoral Team

The Pastoral Team includes:

- Deputy Headteacher
- Pastoral Progress Leader
- Inclusion Manager
- Head of House
- Pastoral Support Officer
- SENCO
- Bridge Manager
- Aspire Provision Manager
- Education Welfare Officer
- Designated Safeguarding Lead
- Safeguarding and Wellbeing Officer
- Attendance Officer
- Pastoral administrator

The team works with individual students and their families to support behaviour, social, attendance and welfare needs which may impact on a student's readiness to learn. They provide bespoke support packages, which develop a student's confidence, resilience, aspirations for the future and social skills. They work alongside the Teachers and Teaching Assistants to ensure that comprehensive care, guidance and support is embedded within Academy life.

6.7 Parents

Parents play a vital role in expressing the student's needs, wishes and goals and also in ensuring that all needs are identified and effectively planned for. Meetings with parents during the 4 part cycle (Assess, Plan, Do, Review) provide a key opportunity to identify their child's strengths, whilst also identifying the correct next steps and a tailored plan to address these.

In our Academy, parents can also become involved in Academy life through:

- Motiv8 Celebration evenings

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- Parent Tours
- Parent Consultation Evenings
- The PTFA (Parents, teachers, Friends Association)
- Becoming a parent Trustee

Sessions provide opportunities for parents to celebrate their child's achievements and also facilitate open dialog with the Academy regarding strengths and areas in which provision could be improved for students.

We encourage all parents/carers to contact the academy should they have a concern regarding their child's progress.

7 Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the academy, including the provision of students with an EHCP. We allocate the appropriate amount core per-student funding and notional SEND budget outlined in the local offer to support the development of provision. Details of SEND spending is mapped against students' needs in a detailed provision map.

8 Transition

Transition of all students throughout the academy is carefully planned. For some students with SEND needs, a bespoke transition plan is created. This plan may consider opportunities to familiarise the child with changes of staffing, locations within the academy, routines or indeed to a new receiving school/academy. Sessions and resources are developed on a student by student need.

9 Medical Conditions

We recognise that children with medical conditions need to have their physical and emotional and well-being needs met. Please see our policy 'Supporting Children with Medical Conditions' for further details.

10 Record Keeping

A Special Educational Needs register is kept by the academy detailing the needs of the students. This is updated regularly using information gathered from attainment data and working knowledge of the student.

A record of additional SEND provision is also recorded on a Provision Map whilst specific targets for an individual student identified as SEND Support and also those with an EHC Plan, are recorded in a support plan.

11 Professional Development

Staff at The Dorcan Academy are highly skilled in teaching and learning in addition to supporting children with additional needs.

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Regular professional development and training is available for all staff to provide them with the skills and knowledge to provide high quality teaching which is adaptive according to need. The key focus for the training is responsive to the academy's current needs but always focuses on the development of quality first teaching so that the individual learning needs of children are addressed and barriers are minimised. Where a specific need has been identified, staff undertake further training to ensure quality first teaching is inclusive and that the staff have the correct skill set to address and support the need identified.

Additional specialist training is procured from partner agencies within the Local Authority where appropriate.

12 Working with Outside Agencies and the Local Authority

We work closely with the Local Authority and a number of external agencies to ensure that:

- Needs are recognised early
- Assessments of specific needs and appropriate support strategies are identified
- Information of support agencies are shared with families

We do this through joint observations of children, professional dialog, implementing advice from formal reports and also through joint meetings with parents and carers.

The SENCO may liaise with a number of specialists and outside agencies, for example:

- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychology
- Early Years Team
- School Nursing Team
- Autism Spectrum Team
- Physiotherapy
- Speech Therapy
- Education Welfare
- Special Services
- Community Paediatrician
- Family Link Worker

As previously mentioned, a specialist's involvement may be requested where there are concerns that a student is not making rapid progress despite support, interventions and personalised strategies being in place. Parents/carers are involved in any decisions to refer to a specialist and any information received by the academy will be shared with parents/carers.

13 The Local Offer

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As part of the Code of Practice, 2014, Local Authorities must publish a Local Offer. This details the provision available within the authority for education, health and social care for children and young people who have SEN or are disabled. Further information about the Local Offer provided by the Local Authority and The Dorcan Academy can be found on our website.

14 Admission

All children are welcome to join our academy. We will endeavour to meet the needs of and make reasonable adjustments so that all students are able to thrive, develop academic excellence and achieve a purposeful future. Please see the Admissions Policy available on the website

15 Ensuring all children are treated equally

All students have equal opportunities to participate in as many aspects of school life and the broad and balanced curriculum as possible. There is equal focus on all students making expected progress, whatever their starting point, and on identifying an individual's particular talents and potential. The relevant codes of practice, guidance and legislation are implemented effectively across the academy to ensure all students are treated equally. Please see our Equality of Information and Objectives Policy for further details.

16 Complaints

We find that concerns can be easily resolved through open communication. Therefore, we would invite all parents/carers to approach the Head of House in the first instance with their concerns. Parents and Carers are also welcome to approach the SENCO to discuss any specific concerns about their child. We will always do our best to respond to your concerns in a timely manner. However, if you feel that your concerns are not being responded to, a copy of our Complaints Policy can be located on the website.

17 SENCO Contact Details

SENCO: Mr Martin Agei
 Academy Telephone Number: 01793 525231 ext 121
 Enquiries email address: enquiries@dorcan.co.uk

Revision Notes

Rev A	Original
Rev B	Amendment
Rev C	New Format and amendments considered by the Curriculum Committee at the meeting held on 01/05/2013 and ratification by FGB on 22/05/2013
Rev D	Agreed and approved by Full Governing Body 11-11-15
Rev E	Approved by Full Governing Body 20-09-2017
Rev F	Agreed and approved by the Full Governing Body 08/07/2020
Rev G	Re-written policy Full Trustee Board 04/07/2022

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***Appendix I**

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies

- Complaints
- Safeguarding Children and Young people
- Behaviour
- Anti-Bullying
- Lettings and Use of Premises
- Special Educational Needs
- School trips
- Curriculum
- Children in Care
- Health and Safety
- Sex and Relationships Education
- Security
- Equality Diversity and Community Cohesion
- Students with Additional Needs
- Internet Access and Use
- Use of ICT and Website
- Young Carers
- Privacy, Confidentiality, Information Sharing and Data
- Whistle blowing

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider safeguarding matters.