



KING EDWARD VI
SHELDON HEATH ACADEMY

SEND Policy and Report

Named Governor for SEND: Mr R Palmer
Named SENCo: Mrs A Bird

Other relevant policies:

Behaviour Policy
Anti-bullying Policy
Staff Safeguarding Children Policy
Child Protection Policy
Children Looked After Policy
Admissions Policy
Medical Needs Policy

Other documents:

- Special educational needs and disability code of practice: 0 to 25 years. This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:
 - The Special Educational Needs and Disability Regulations 2014
 - The Special Educational Needs (Personal Budgets) Regulations 2014
 - The Special Educational Needs and Disability (Detained Persons) Regulations 2015
 - The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014

Friendship
Integrity Benevolence
Honesty **Equality**
Respect Community
Tolerance **Aspiration**
Our values
Humility Personal responsibility
Justice Dignity Ambition
Co-operation **Humanity**
Excellence Embracing diversity
Belief Empathy Kindness
Understanding **Charity**
Compassion

This policy was adopted by the Student Welfare Committee in June 2017.
Next review due Summer Term 2018, or earlier if the need arises.

Rationale

King Edward VI Sheldon Heath Academy is committed to developing responsible, aspirational, independent, happy and well-rounded young people with the self-belief to reach their goals. Our work will be underpinned by our core values and driven by our unequivocal belief in equality and tolerance. We will secure this through inspirational and enthusiastic teaching, the provision of a broad, challenging curriculum and excellent support and care. We want to ensure our young people fulfil and exceed their potential, be proud of who they are, be committed to lifelong learning and leave well-equipped to navigate their way through the challenges of the 21st Century; positively contributing to society both economically and socially.

1. Introduction

The Special Educational Needs and Disability code of practice (SEND) lies at the heart of the Academy's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children.

The SEND Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEN. Students can expect to have a tailored yet flexible approach formulated to meet their changing needs as they progress through their education.

2. Equal Opportunities

At King Edward VI Sheldon Heath Academy, we continuously strive to ensure that everyone is treated with respect and dignity. Each person is given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

3. Aims and objectives

Through this policy we aim to:

- create an environment that meets the special educational needs of each student in order that they can achieve their learning potential and engage in activities alongside those who do not have SEND;
- request, monitor and respond to parents'/carers' and students' views in order to evidence high levels of confidence and partnership;
- make clear the expectations of all partners in the process;
- ensure a high level of staff expertise to meet student need, through well targeted continuing professional development;
- ensure support for students with medical conditions, full inclusion in all Academy activities by ensuring consultation with health and social care professionals;
- identify the roles and responsibilities of all staff in providing for children's special educational needs;
- enable all children to have full access to all elements of the Academy's curriculum through reasonable adjustments;
- work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The Academy has a named SENCO (Mrs A. Bird) and a named Governor (Mr R. Palmer) responsible for SEND. They ensure that Academy's Special Educational Needs policy

works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the Academy.

4. Definition of special educational needs

The Academy identifies 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 but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The Academy uses its best endeavours to secure special educational provision for students for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice; 0 – 25 (September 2014), i.e.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

5. Admissions

The Academy's admission arrangements are outlined in the Academy's Admissions Policy. Students with special educational needs but without statements are treated as fairly as all other applicants for admission.

6. Identification, Assessment and Provision

Provision for students with special educational needs is a matter for the whole Academy. The governing body, the Principal, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of students with special educational needs.

The Academy will assess each student's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the student's prior school years. If the student already has an identified special educational need, the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the student within the class;
- Use the assessment processes to identify any learning difficulties;

- Ensure ongoing observation and assessments provide regular feedback about the student's achievements and experiences to form the basis for planning the next steps of the student's learning.

The identification and assessment of the special educational needs of students whose first language is not English requires particular care. Where there is uncertainty about a particular student, a teacher will look carefully at all aspects of the student's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Identification

Initially the Academy relies on information from the students' previous school to identify SEND students. However, as soon as the students join the Academy, HLTAs, TAs and other key and experienced staff observe all students in a variety of lessons and settings and report to the SENCO their findings. Information from these observations as well as information from classroom assessments in reading, writing and mathematics, observations from teachers and other colleagues is collated and scrutinised to identify whether:

- a) The information received from primary schools is accurate and complete.
- b) The year 7 SEND register is accurate and complete.
- c) There are (potential) SEND students who have not yet been identified.

Depending on findings, further assessment may be required for individual students.

The Academy recognises that SEND can develop at a later stage in a student's education and thus has systems in place to ensure that potential "triggers" for a SEND assessment are not undetected:

- Little or no progress, even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Signs of difficulty in developing literacy or mathematical skills.
- Persistent emotional or behavioural difficulties which are not ameliorated by the Academy's usual behavioural management techniques.
- Signs of potential sensory or physical problems.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Profiles for all SEND students are created and shared with all staff as soon as possible after SEND students start at the Academy or after SEND students are identified as such. These profiles share information on the plan/do part of the Assess-Plan-Do-Review cycle and are reviewed termly.

Meeting the needs of SEND students

a) Curriculum provision

The Academy is committed to ensuring students with SEN and learning disabilities are able to access the curriculum that is most suited to their needs. Students are set in groups by ability in all subjects. Additional support is provided to students through effective interventions in reading, writing or mathematics. Where appropriate, students are provided additional, personalised support in lessons or during withdrawal sessions.

Support is varied according to the needs of the individual. It can involve 1:1 support from Teaching Assistants or other colleagues or participation to a bespoke programme such as

Word Wasp. For some students, the provision of equipment such as laptops or enlarged print scripts may be sufficient to help them overcome their difficulties.

b) Transition Arrangements Year 6 to Year 7

The primary to secondary transition officer visits all primary feeders to meet all students but also to gather information about students already on the SEND register. All information collected is collated and disseminated to all staff at an appropriate point. Depending on the needs of individual students with SEND further actions are taken to ensure that they are fully supported in their transition; this may involve meetings with parents, meetings between parents and the SENCO or a HTLA and meetings with input from external agencies such as SENAR, Pupil Support Services, Behaviour Support Services, Sensory Support Services and Communication Autism Team.

c) Transition Arrangements from Key Stage 3 to Key Stage 4

Each student and his/her parents/carers attend a meeting with a member of the Senior Leadership Team to discuss the most suitable, aspirational yet realistic, subject choices for study at Key Stage 4. Where required, SEND students may be given the opportunity to “taste” new subjects before they decide if a particular course meets their personal strengths and aptitudes.

d) Transition from Key Stage 4 to Post 16 study

All SEND students will have a meeting and career guidance support from the Connexions service. For students with an EHC this will involve a careers plan being drawn up and transferred to their further education college (if they are not continuing their education at the Academy). All information that supports SEND post 16 students is disseminated to all staff at an appropriate time prior to the start of the academic year. Depending on the needs of individual students with SEND, further actions are taken to ensure that they are fully supported in their transition; this may involve meetings with parents, meetings between parents and the SENCO or a HTLA and meetings with input from external agencies such as SENAR, Pupil Support Services, Behaviour Support Services, Sensory Support Services and Communication Autism Team.

e) Transition after Year 13

All SEND students will have a meeting and career guidance support from the Connexions service. For students with an EHC this will involve a careers plan being drawn up and transferred to their further/higher education institution.

f) Provision of equipment and facilities

The SENCO arranges for any additional equipment to support the needs of a SEND student, for example laptops, bespoke colour/font size on scripts. Further arrangements, for example scribes for exams, access arrangements for exams are organised by the SENCO and the examinations manager.

The need to provide equipment or facilities is recorded on the students' SEND profile which is shared with all relevant staff. Should the need arise for further equipment or facilities, this must be communicated with the SENCO immediately, so where possible a provision can be made.

g) Links with External Agencies

External agencies may be involved if a SEND student:

- Continues to make little or no progress in specific areas over a long period;

- Continues working substantially below that expected of students of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or social skill difficulties which regularly and substantially interfere with the student's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the student continues to fall behind the level of his peers.

The Academy works with the following agencies:

- The Education Psychologist supports students where appropriate.
- The Pupil Support Service works with targeted SEND students. This service aims at supporting students with poor levels of literacy and/or numeracy so that they are able to access the curriculum.
- The Communication Autism Team, which works only with students with a medical diagnosis of ASD.
- Hearing and Visually Impaired Services. The Hearing and Visually Impaired Teams works with all SEND students, regardless of their level of SEND. This service aims at supporting students with hearing or sight difficulties so that they are able to fully access the curriculum.
- Other agencies include:
 - SENAR
 - School Nurse
 - CAMHS
 - Looked After Children Education Service
 - Behaviour Support Service

Other services are engaged on a case by case basis.

h) Participation in activities

All students have access and opportunities to participate in all activities including extra-curricular activities, educational visits, out of classroom learning, sporting activities, etc., without discrimination and through reasonable adjustments.

Assessing and reviewing provision

Depending on the SEND needs and resulting additional provision, a termly review will assess the impact of this provision on student achievement:

- a) Information will be gathered from a range of sources as appropriate: data tracking, exam/mock exam performance, book trawls, lesson observations, observations of student during unstructured time, behaviour/attendance records, etc.
- b) Teaching staff will be asked to feedback on students' progress and areas of concern. They will also ask to feedback on the impact of strategies in place to support the student.
- c) This information will be scrutinised to assess the progress the student is making and will be used to inform the termly review meeting.

The review meeting will involve the student and will always seek the input of the parent/carer; where appropriate external agencies will be asked to also attend. Student progress and well-being will be the focus of the review meeting; strategies in place to support the student will be amended or refined as appropriate and additional provision may change.

7. Monitoring of SEND provision

The Academy's system for observing and assessing the progress of individual students will provide information about areas where a student is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This might lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the student and his peers from widening;
- Closes the attainment gap between the student and his peers;
- Better the student's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the student's behaviour.

In order to help students with special educational needs, the Academy adopts a graduated response. Needs are assessed and planned for; provision is put in place and it is then reviewed (Assess, Plan, Do and Review). This may result in using specialist expertise. The Academy records the steps taken to meet the needs of individual students through the use of Pupil Profiles and provision map and the SENCO is responsible for ensuring that records are kept and available when needed.

There is a range of systems in place to effectively monitor the impact of additional provision on both the academic achievement and the well-being of students with SEND – including but not limited to:

- Termly analysis of tracking data to measure academic progress.
- Monitoring of participation to extra-curricular activities and out of hours learning.
- Refined logging of bullying incidents.
- Stakeholder voice.
- Review meetings involving parents/carers, students and external agencies where appropriate.
- Monitoring of attendance, behaviour and punctuality data.
- Lesson observations, departmental reviews, learning walks, book trawls.

More information on how provision is monitored can be found in the Academy's Monitoring and Evaluation Policy.

The SENCO monitors the provision for SEND students and provides staff and governors with regular summaries of the impact of the policy on practice. The SENCO and the SEN SLT Line Manager hold regular meetings to review the work of the Academy in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings

8. Resource Deployment

All staff have a responsibility to ensure the safety and wellbeing of all students. All teachers are responsible for the academic achievement of every student in their care. However, the following staff can provide specific support to SEND students:

- SENCO.
- Teaching Assistants and Higher Level Teaching Assistants.
- Graduate Assistant.
- Student Support Managers.

- Heads of House.
- Social and Emotional Development Co-ordinator.
- Home-Academy liaison officer.

There is some expertise among staff in addressing particular SEN needs, for example one TA is dyslexia trained and the HLTA has ASD training. Where required, expertise is sought from external agencies.

9. School Request for an Education Health and Care Plan

An Education, Health and Care plan is for students and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

A request for an EHCP will be made by the Academy to the LA if a student has demonstrated significant cause for concern. The LA will be given information about the student's progress over time, and will also receive documentation in relation to the student's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual plans and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the student's health and medical history where appropriate;
- Attainment in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

10. Roles and Responsibilities

a) The Governing Body

The Governing Body challenges the Academy and its members to secure necessary provision for any student identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these students and ensure that funds and resources are used effectively.

The Governing Body has decided that students with special educational needs will be admitted to the Academy in line with the Academy's admissions policy. The Governing Body reviews this policy annually.

b) The Role of the SENCO

The Special Educational Needs Co-ordinator's responsibilities include:

- Overseeing the day-to-day operation of the Academy's SEND policy;
- Co-ordinating provision for students with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of all students with SEND;
- Liaising with parents of students with SEND;
- Contributing to the in-service training of staff;
- Liaising with local primary feeder schools so that support is provided for Y6 pupils as they prepare to transfer;
- Liaising with colleagues to support transition after Year 11;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;

- Co-ordinating and developing Academy strategies for the identification and review of students with SEND;
- Monitoring the progress of students on the SEND register through regular classroom observations.

c) The role of Parents/Carers

Partnership plays a key role in enabling students and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs. All parents of students with special educational needs will be treated as partners given support to play an active and valued role in their student's education.

Parents are encouraged to contribute to the assessment of their student's needs, the review and transition process. At all stages of the special needs process, the Academy keeps parents/carers informed and involved; parents/carers are encouraged to make an active contribution to their student's education and are informed of any outside intervention relating to the education of their student.

Health Care Plans are written with the involvement of parent/carers. Parents and carers are consulted when decisions on personal care and medical needs are required as are the specialist teacher team and medical professionals when required.

11. Monitoring

The Governing Body monitors the implementation of this policy. The Principal is responsible for ensuring that this policy is implemented at the Academy.

Appendix 1: Additional information for Parents/Carers

What should a parent/carer do if he/she thinks their child may have special educational needs?

A parent/carer who has concerns relating to their child's progress should initially discuss their concerns with their child's Progress Manager, who will liaise with the SENCo as appropriate. Parents/carers can also contact the SENCo directly.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the Academy's response to meeting these needs please contact the following:

- The SENCo
- Your child's Progress Manager
- The Academy's Vice Principals
- The Principal

For complaints, please contact the School Governor with responsibility for SEN.

Support services for parents of students with SEND include:

The Birmingham **Special Educational Needs & Disability Information, Advice and Support Service** (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities. The service is impartial, confidential, accessible and free, and can help with a range of subjects, including:

- Assessment processes for education, health and care plans
- Information about the support available in nurseries schools and colleges
- Social care and health issues that relate to education
- Individual casework and support in preparing for and attending meeting
- Advice and representation through appeals and complaints processes, if appropriate.

SENDIASS works at arms-length from the Council and is available to:

- Parents/carers of children with special educational needs (SEN) or disabilities
- Young people (over the age of 16) with special educational needs or disabilities.

The SENDIASS team is available from 8:45am to 5:00pm, Monday to Friday.

Telephone: 0121 303 5004

Email: sendiass@birmingham.gov.uk

• Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs.

The Local Authority's Local Offer

The Local Authority Local Offer can be found at:

https://www.birmingham.gov.uk/info/50034/special_educational_needs_or_disabilities_birminghams_local_offer

SEND Report

Attainment and progress of SEND students - 2016

Progress data for KS3 and progress and attainment data for KS4 and Sixth Form students is collected termly. Tracking data analysis is used to measure the progress of all students and subgroups, including those with SEND. Analysis involves comparing the progress of subgroups of students to the progress of other students in the cohort. For SEND students, analysis of progress is further refined for students with SEND support and for students with an EHCP. Tracking data analysis informs effective interventions to raise attainment.

The summer 2016 GCSE results below showed that the progress of all SEN groups of students was above average (the average progress being 0). In most measures, the progress of SEND students is comparable to those of their peers without SEND. The SEN with EHC student made significantly better progress than other students in the cohort in most cases, however it is worth noting that there was only 1 student in this category of SEN.

Progress of SEN students in other year groups is similar to that observed in the summer 2016 GCSE results. Although there is a progress gap between students with SEND and without SEND, the progress of both groups is at least average and no group is identified as underachieving.

PROGRESS & ATTAINMENT 8				
	2016		2016	2016 Nat Ave
ALL				
P8 Score	0.31	A8 Score	49.88	47.26
SEN with EHC (1)				
P8 Score	0.54	A8 Score	38.50	49.50
P8 English	0.04	A8 English	8.00	10.44
P8 Maths	2.10	A8 Maths	10.00	9.74
P8 Ebacc	1.52	A8 Ebacc	12.00	13.64
SEN support (27)				
P8 Score	0.39	A8 Score	41.44	49.50
P8 English	0.20	A8 English	8.96	10.44
P8 Maths	0.83	A8 Maths	8.52	9.74
P8 Ebacc	0.66	A8 Ebacc	11.15	13.64
No SEN (159)				
P8 Score	0.30	A8 Score	51.38	52.63
P8 English	0.26	A8 English	10.89	11.01
P8 Maths	0.31	A8 Maths	10.04	10.39
P8 Ebacc	0.70	A8 Ebacc	15.16	14.69
EAL (35)				
P8 Score	0.66	A8 Score	49.07	49.50
P8 English	0.39	A8 English	10.54	10.44
P8 Maths	0.94	A8 Maths	9.57	9.74
P8 Ebacc	1.11	A8 Ebacc	14.26	13.64
No EAL (152)				
P8 Score	0.23	A8 Score	53.40	49.50
P8 English	0.22	A8 English	10.86	10.44
P8 Maths	0.27	A8 Maths	10.91	9.74
P8 Ebacc	0.60	A8 Ebacc	15.89	13.64