



The Elland Academy

Policy Document for Special Educational Needs and Disabilities

Policy reviewed: September 2021
Policy due for review: September 2022
Subject leader: Simone King

Date: September 2021
Review: September 2022

Rationale

The Head of Academy, along with the Special Educational Needs Co-ordinator (SENCo) has overall responsibility for the Academy's SEND policy. The day-to-day implementation of this policy is the responsibility of the whole staff team.

The 0 to 25 SEND Code of Practice (September 2014), the Children and Families Act 2014, DfEE Circular 6/94, the L.A. Policy for Pupils with Special Educational Needs, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010, the Education Act 1996 and the aims and objectives of The Elland Academy have guided and informed the content of this policy.

Overview of SEN

Special educational needs (SEN) that affect a child's ability to learn can include their:

- behaviour or ability to socialise, eg not being able to make friends
- reading and writing, eg they have dyslexia
- ability to understand things
- concentration levels, eg they have Attention Deficit Hyperactivity Disorder
- physical needs or impairments

GOV.UK (Children with Special Educational Needs)

Definitions

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

Special Educational Needs and Disability are many and varied: profound and multiple learning difficulty (PMLD), severe learning difficulty (SLD), moderate learning difficulty (MLD), specific learning difficulty (SPLD), autistic spectrum condition (ASC), speech, language and communication needs (SLCN), social, emotional and mental health (SEMH: replaces social, emotional and behavioural difficulties from Sept 2014), visual impairment (VI), hearing impairment (HI), multi-sensory impairment (HI), physical disability (PD), gifted underachievers.

Alternatively, additional funds can be approved from the Local Authority for the Academy to commission alternative and additional support for individual pupils with Statements of SEN (EHC plan).

The Elland Academy should not be used as an alternative to a Special School placement for pupils with an EHCP or pupils who require highly specialised provision. DfEE Circular 11/99 states “if a pupil’s long term needs cannot be met in a mainstream school, a Special School should be named on a Statement for Special Educational Needs”. Attendance at The Elland Academy is not appropriate for pupils excluded from Emotional and Behavioural Difficulties Special School.

Aims and Objectives

- All pupils referred to The Elland Academy have some degree of special educational need. The staff team will aim to make provision for these needs accordingly
- To provide access to the National Curriculum for all pupils within the school at a level appropriate to their needs.
- To assist all teachers and classroom assistants to identify pupils with special educational needs.
- To develop the full potential of all pupils.
- To develop the skills and teaching strategies of staff to accommodate the special needs of individual students through partnership in the classroom, liaison with external agencies and through CPD.
- To involve the parents/carers of pupils with special educational needs in all aspects of their child’s education.

SENCo

The Elland Academy SENCo is Simone King. She is responsible for:

- The day-to-day operation of the Academy’s SEND policy.
- Working with the Senior Leadership Team in designing, implementing and monitoring the, referral, admissions and review paperwork.
- Liaising with staff to ensure that a pupil’s individual learning and social and emotional targets are met and catered for.
- Liaising with staff in matters relating to SEND and ensuring that all staff are aware when working with pupils with an EHC plan, the nature of special needs and the requirements of the EHC plan.
- Co-ordinating appropriate provision for pupils with SEND
- Maintaining the Academy’s SEND register and overseeing the records of all pupils with SEND
- Contributing to the CPD of staff in matters relating to SEND
- Liaison with external agencies and parents/carers as appropriate.

- Working in partnership with mainstream colleagues to facilitate the EHC plan process of pupils for whom it is felt there would be benefit from assessment for an Educational Health Care plan.
- Assisting in the preparation of written reports for internal and external reviews.
- Regularly updating the SEND Policy.

Admission arrangements

All pupils referred to The Elland Academy are invited, with their parents and carers, into school prior to admission for a meeting and given a tour of the academy. If the referral is from a school for a place, where there is a risk of permanent exclusion, then a representative of the referring school, as well as a parent/carer must be present at the admission meeting. Where appropriate other involved agencies (Social Services, Health, YJS etc) will also be invited.

The majority of pupils who are referred to The Elland Academy will be dual registered with their host academy. All schools must provide a range of alternative education packages which should be used to try to prevent a permanent exclusion.

Pupils, parents/carers and referring schools will be informed at the admission meeting of the Academy's expectations of pupils and will sign up to these.

Involved parties will be kept informed on a regular basis through regular reports, telephone calls and at review meetings of the child's progress.

The placement will be personalised to meet the needs of the child and may be:

- A six to twelve week KS2/KS3 assessment placement with a view to returning to their host school in the most timely way.
- A six or twelve week KS2/KS3 assessment placement to support ongoing external assessments such as EHCP.
- A KS4 placement for the remainder of their compulsory school career.
- An additional and different programme that will include elements of tuition (on site and off site), college and/or Work Placement.
- An individual teaching package – usually reserved for those pupils unable to attend school due to illness or medical issues.

The Elland Academy will ensure that we create unique, personalised programmes of study to meet the needs of all children and young people. There may be occasions where the needs of the child or young person necessitate a different approach and every effort will be made to formulate educational packages that appropriately engage the individual. Under such circumstances, the Academy may approach quality assured alternative providers to assist with the delivery of teaching and learning.

For further information, please refer to our Admissions policy

Resources for SEND

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As all pupils at The Elland Academy have some degree of SEND, all resources within the academy are carefully selected and regularly reviewed to ensure that work can be suitably differentiated to meet the needs of individual pupils.

Organisation of SEND provision

Initial identification and assessment of pupils with SEND is the responsibility of the commissioning schools that we serve. However when this is not the case, we have systems and assessments in place for staff to raise concerns and initiate the Assess, Plan, do, Review process. We will assist in the monitoring and review of pupils with SEND and will contribute verbal and written reports to schools' planning review meetings and for the Educational Health Care Plan process.

It must be remembered that, in most cases, placement at The Elland Academy is a short-term measure only.

Most pupils with a full time placement at The Elland Academy are taught with the rest of their Key Stage group but with work differentiated by task, outcome or rate of progress to meet individual need.

SEND pupils may have additional help from a teaching assistant. Specifically planned assistance from the TA will be documented in the teacher's individual planning files.

Pupils with SEND due to a medical condition (including ADHD) will receive their medication according to the conditions and regulations of the "Medication" section of the school's Health and Safety Policy.

Curriculum Access

All pupils at The Elland Academy have access to a broad, balanced, relevant and challenging curriculum. The curriculum is carefully planned, mapped, reviewed and revised to ensure it meets the needs of all our pupils. Pupils are generally taught in small groups with high staff ratios. Pupils with SEND will have their work differentiated by task, outcome, or rate of progress, so they can achieve the same level of success as their peers.

Inclusion

All pupils, regardless of SEND, have the opportunity to participate in all Academy activities; in the classrooms, at break and lunchtime, in morning meetings/assemblies and at tutorial, during Outdoor Education sessions and on school visits.

Evaluation

The effectiveness of this policy is to be evaluated using the following criteria:

- The monitoring of the academic and social progress of all pupils with SEND as part of the individual termly reviews.
- The regular monitoring and review of individual pupil learning and behaviour targets at weekly meetings and review meetings.
- The monitoring of the use of differentiated material by the Senior Leadership Team via medium and short term planning documentation.
- Regular and high quality assessment of academic progress and behaviour including closely scrutinised on-entry and exit assessments.
- Thorough links with external agencies. Through the updating of provision and procedures through CPD.

Handling Complaints

Any parent/carer can contact the Head of Academy or Executive Principal and arrange an appointment, should a problem relating to SEND arise. Parents/Carers can be directed to Leeds's Local Offer and policy and practice for children and young people with SEND .

A DfE booklet which provides guidelines on complaints for parents/carers of SEN pupils is available from the from the Local Authority.

Staff Training

There will be an annual audit of the training needs of all staff including SEND. Priority will be given to:

- Courses that link closely with the targets of the Academy Development Plan.
- Courses that are closely linked to an area identified by an individual teacher as a developmental need.
- Courses initiated by Leeds City Council
- Local, Government and Delta Academies trust CPD programmes.

The Elland Academy Support

The Elland Academy employs a full team of support staff to work alongside children and young people and their families to support their full range of needs.

Partnership with Parents

The Elland Academy has close links with parents/carers of all pupils via the regular review meetings, through communications to the home by letter and telephone and by pre-arranged visits to the Academy.

Links with other schools

The nature of the work done with The Elland Academy is such that very close links with mainstream schools are essential. The staff team at The Elland Academy work

very closely with host schools to ensure that children receive all the support that they need to make this placement successful.

Links with other agencies

The Elland Academy has close links with other agencies involved with pupils in their care, such as CAMHS, YJS, Children's Social Care and the LAC team.